

Comprehensive Progress Report

Mission: Mission Statement: Committed to academic excellence, inspiring, all students to reach their full potential.

Vision: Vision Statement: Helping each student reach their full potential through passion, trust, and inspiration.

Goals:



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Different rules and policies in place for each classroom. the entire school isn't doing the same thing within their classroom. We do have the same rules and policies in certain areas of the school (cafeteria, bus, halls, restrooms, playground) Fidelity of going by the same rules differs often, especially in the cafeteria	Limited Development 07/19/2017			
<i>How it will look when fully met:</i>		-All students will follow the same rules in the same manner through out the school and classroom. -Faculty will consistently enforce the same rules in the same manner through out the school - We will do this through PBIS.		Adam Windmiller	06/07/2019	
Action(s)	Created Date		3 of 8 (38%)			
1	7/19/17	PBIS committee will be sent to PBIS Module 1 training.	Complete 07/24/2017	Rebecca Summer	07/25/2017	
Notes: We have a team of 10 faculty members going to Greensboro to complete PBIS training.						

2	9/27/17	Meet with the county level PBIS representative (Clarissa Mitchell) to gather further data and collaboration for a future plan.	Complete 10/10/2017	Adam Windmiller	10/10/2017
<i>Notes:</i>					
3	10/13/17	Create matrix for school in the different areas around the school	Complete 06/08/2018	Adam Windmiller	12/13/2017
<i>Notes:</i>					
4	7/11/18	Put up all paraphernalia for PBIS in the school building. This will include the matrix and rules posted throughout the building.		Adam Windmiller	09/01/2018
<i>Notes:</i>					
5	7/11/18	Give staff professional development during the first day teachers are back. This professional development will be done by members of the PBIS team. The entire faculty and staff will attend.		Adam Windmiller	08/21/2018
<i>Notes:</i>					
6	7/11/18	Have monthly PBIS meetings through out the year. During these meetings we will discuss how PBIS is going and any changes that need to be made.		Jennifer Phillips and Emily Buckland	06/10/2019
<i>Notes:</i>					
7	7/11/18	Survey staff to find out what the PBIS team needs to monitor and adjust.		Jennifer Phillips and Emily Buckland	06/10/2019
<i>Notes:</i>					
8	7/11/18	Discuss and get feedback during at least two SIT meetings this year.		Adam Windmiller	06/10/2019
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PLC's within each grade level. MTSS. Grade level planning. We revisited this indicator on 7/11/2018.	Full Implementation 09/28/2016		

A2.14		Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Creative writing across the curriculum	Limited Development 07/11/2018		
<i>How it will look when fully met:</i>		Creative writing across the curriculum		Adam Windmiller	06/07/2019
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

A2.22		All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Creative writing across the curriculum	Limited Development 07/11/2018		
<i>How it will look when fully met:</i>		Creative writing across the curriculum		Adam Windmiller	06/07/2019
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		MTSS process is being used fully and to fidelity. We revisited this indicator on 7/11/2018.	Full Implementation 09/28/2016		
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers and staff work hard to help students with emotional issues. We are better able to address these problems with a full time nurse and social worker. We reassessed this issue on 7/11/2018	Full Implementation 09/28/2016		

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- Remediation paperwork - Foundational, Supplemental, Intensive meetings address on going plans - Have data meetings and grade level meetings at the end of each year to vertically align for the following year.	Limited Development 07/19/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		We will have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. have these individual data notebooks will also help with grade-to-grade discussions with vertical planning. We will also have all teachers give us their template for lesson plans. Teachers will be required to have lesson plans for each day. These lesson plans will help the level-to-level consistency throughout the grade level. teachers can also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They can compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress.	Objective Met 07/11/18	Adam Windmiller	06/08/2018
Action(s)	Created Date				
1	7/19/17	Each teacher will create a data notebook for classroom, grade, and school data to be stored.	Complete 09/06/2017	Adam Windmiller	09/20/2017
		<i>Notes:</i> Each teacher will create a data notebook for classroom, grade, and school data to be stored.			
2	7/19/17	Each teacher or grade level will turn in a lesson plan template.	Complete 09/08/2017	Rebecca Summer	09/20/2017
		<i>Notes:</i> Each teacher or grade level will turn in a lesson plan template.			
3	9/27/17	Have the initial Foundational Core meetings for every grade level to start implementing guidelines and procedures for the Foundational Plans.	Complete 07/11/2018	Barbara Fisher	10/20/2017
		<i>Notes:</i>			
Implementation:			07/11/2018		

Evidence	7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.			
Experience	7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.			
Sustainability	7/11/2018 We will continue to do all the following above in the upcoming years.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school has a School Improvement Team that meets once a month. We also have an additional meeting every month for NC STAR. Reassessed this on 7/11/2018.	Full Implementation 09/28/2016		

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a monthly faculty meeting as well as SIT meetings twice a month. Reassessed this on 7/11/2018.	Full Implementation 09/28/2016		
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have a job description given from administration. Reassessed this on 7/11/2018.	Full Implementation 09/28/2016		
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Time will be the biggest factor to implement this indicator. Reassessed this on 7/11/2018.	Limited Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		School administration will make a documented effort to meet with teachers within 10 days of their observation on NCEES. There will also be a HIVE and Differentiated Core observation sheet that will be used by administration and seen immediately by the teachers. Administration will do two HIVE observations on every teacher by 6/9/17 and Administration will add two Differentiated Core observations by 12/15/17 along with the HIVE observations.	Objective Met 07/19/17	Adam Windmiller	12/15/2017
Action(s)	Created Date				
1	1/18/17	Administration will make a documented effort to meet with teachers within 10 days of their observation on NCEES.	Complete 06/09/2017	Beth Laws	06/09/2017
<i>Notes:</i>					
2	1/18/17	Administration will add two Differentiated Core observations by 12/15/17 along with the HIVE observations.	Complete 06/09/2017	Beth Laws	12/15/2017

Notes:

Implementation:		07/19/2017		
Evidence	7/19/2017 Forms and responses are on a Google doc that shows what was looked for, how many observations were done, and the data provided by administration.			
Experience	7/19/2017 Administration created two additional observations. One observation was for HIVE time (remediation/Intervention/enrichment). Another observation was for Foundational Core. Administration also used a new observation tool through dpi called eleot. Teachers had access to all these observations and their feedback			
Sustainability	7/19/2017 The objectives have been ,met for administration. through the use of these methods.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Not enough teacher input for professional development. Need more professional development that is teacher directed. Reassessed this on 7/11/2018.	Limited Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Collect data from different sources including EVAAS, Reading 3D, and EOG's. Collect meeting notes from Differentiated Core and Supplemental Meetings for classroom observation data. We will implement faculty surveys to get additional faculty input along with input from SIT members. We will take all that data and create better, more appropriate professional development needs.	Objective Met 07/19/17	Adam Windmiller	06/15/2018
Action(s)	Created Date				
1	1/18/17	Collect data from different sources including EVAAS, Reading 3D, EOG's, Differentiated Core and Supplemental Meetings, faculty surveys, and input from SIT members.	Complete 06/09/2017	Adam Windmiller	06/16/2017
		<i>Notes:</i> This task will be the start to better professional development for next year.			
2	1/18/17	Create better, more appropriate professional development needs for our faculty.	Complete 06/09/2017	Rebecca Summer	12/15/2017
		<i>Notes:</i> Through staff surveys administration created better PD for faculty. Administration created PD for Instructional Assistants to help with interventions. Administration created PD for staff that was related to technology. Administration created PD for staff that was created for teamwork.			
<i>Implementation:</i>			07/19/2017		
<i>Evidence</i>		7/19/2017 Created an HIVE observation and a Foundational Core Observation. After doing observation teachers had access to the observations for feedback. Also did an eleot observation on all teachers that I did a NCEES evaluation on.			

Experience	7/19/2017 Created an HIVE observation and a Foundational Core Observation. After doing observation teachers had access to the observations for feedback. Also did an eleot observation on all teachers that I did a NCEES evaluation on.			
Sustainability	7/19/2017 I will continue doing the HIVE observations for fidelity within the MTSS framework.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our Teacher Working Conditions survey shows that we do a good job with new teachers with the use of mentors. We also have a very low teacher turnover rate, which helps with continuity. Reassessed this on 7/11/2018.	Full Implementation 09/28/2016		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Home Connect, Tuesday Folders, Connect 5, parent apps, web sites, title 1 parent nights, parent curriculum guides from district, conferences. Reassessed this on 7/11/2018.	Full Implementation 09/28/2016		