

Comprehensive Progress Report

Mission:

We Learn, Mature, Succeed.

Vision:

To provide all students the opportunity for quality education in order to become successful citizens.

Goals:

All Math and ELA teachers will maintain a data notebook which will track academic progress of all students for each 9 weeks. Online resources such as, but not limited to, STAR, Freckle and NC Check-ins will be used to track this data. This data will be collected on every student for each of the 4 nine week grading periods. (Goal 1 reflects Indicator A3.08)

Faculty and Staff will actively participate/complete activities presented in PLCs to gain a better understanding of the social and emotional needs of the students they teach. Strategies from the book " A Practical Guide to Mental Health and Learning Disorders for Every Educator" will be presented to faculty during faculty meetings throughout the school year. These hands on strategies will be used in the classroom when appropriate by the teachers. (Goal 2 reflects Indicator A4.06)

A tiered instructional system will be fully implemented based on the state guidelines of MTSS by 2021. County led "train the trainer" professional development along with school based training and implementation will provide teachers the necessary skills to align their instruction to support student needs. These practices will be measured by school scheduled MTSS data meetings, student support meetings along with year long MTSS training. (Goal 3 reflects Indicator A4.01)

All teachers will implement the CHAMPS system of classroom management. At the end of each 9 week grading period data from classroom behaviors will be reviewed. (Goal 4 Indicator A1.07)



Activity in the last 3 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will use available data from online programs and systems to assist in the remediation, enriching and driving of classroom instruction. The programs include but are not limited to STAR reading and STAR math, Accelerated Reading, Moby Max, CommonLit, NewsELA, ReadWorks and EVAAS data.	Limited Development 10/03/2018		
<i>How it will look when fully met:</i>		Each teacher will review individual EVAAS reports and make adjustments where needed in the classroom instruction. Teachers will use STAR data and other online resources (data) to guide MTSS decisions. Teachers will maintain current data notebooks which will contain baseline information (STAR data) as well as individual reports from online resources which will be available to administration and county stakeholders. Moby Max and NC Check-in data will be used to help drive classroom instruction.		Lisa Vaughn (2020-2021)	06/30/2021
Actions			3 of 5 (60%)		
	6/11/19	Teachers will meet with Instructional Facilitator to review EVAAS data.	Complete 02/21/2020	Dottie Hayes	02/28/2020
<i>Notes:</i>					
	6/11/19	Online resources will be maintained (ensure student enrollment is accurate-grade level, teachers, etc...).	Complete 06/09/2020	Lisa Vaughn	06/01/2020
<i>Notes:</i>		Recurrence is also dependent on renewal dates and federal/ state/local funding			
	6/11/19	Teachers will utilize at least one online resource to track student progress.	Complete 06/09/2020	Rebecca Lawing	06/30/2020
<i>Notes:</i>		Teachers will be trained in use of multiple online resources to assess students.			
	6/11/19	In addition to quarterly universal screeners, the EC population will utilize other online resources biweekly to measure growth in our EC population.		Shana Stewart	06/15/2021
<i>Notes:</i>		Data needs to be kept in a notebook and shared with the regular classroom teachers on a monthly basis.			
	6/11/19	Teachers will maintain an updated data notebook.		Lisa Vaughn	06/30/2021

Notes: All content area teachers

A table of contents will be provided.

Math/ Reading/EC: EOG Goal Summary, EVAAS Teacher Dx, Star

Screening, NC CI Item

Analysis

Science/SS: EOG/FE Goal Summary, EVAAS Dx, School Net,

Other data sources might include Big Ideas Math, Moby Max, Study

Island, Common Lit, etc...

DEN group Table of contents:

MTSS Group plan

Attendance

Lesson Plans

Star Screening (Den group)

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>		Current implementation of MTSS focuses on meeting the needs of tier I and tier II students. Quarterly "universal screener" data reviews as well as Check-ins and SchoolNet assessments will guide the placement of students in appropriate grouping with teachers and strategies to address areas identified for improvement. Available resources limit opportunities to address individual tier III student needs.	Limited Development 09/07/2016		
<i>How it will look when fully met:</i>		<p>Teachers will focus on Foundational Core in the classroom on a daily basis. This will ensure that teachers are implementing effective practices and aligning them to the same standards and skills as other teachers in the school.</p> <p>A team has been selected to begin coaching staff/faculty on the new MTSS modules found in NCEES. This will help all teachers know what is expected for identifying students with specific learning disabilities and help support the needs of regular education students.</p> <p>Teachers will be more intentional with interventions directed toward Tier 3 students.</p>		Lisa Vaughn (2020-2021)	06/11/2021
<i>Actions</i>			1 of 5 (20%)		
6/11/19	Foundational Core will focus on reading comprehension skills provided to ELA, SS, Sc teachers as part of school wide professional development (Sign Posts).	Complete 06/12/2020	Grade level chairperson	06/30/2020	
<i>Notes:</i> Hayes and Lawing will work with grade levels to assess needs.					
6/11/19	Facilitate and coach the implementation of the new MTSS standards.		Lisa Vaughn	06/30/2021	
<i>Notes:</i>					
6/11/19	DEN time will be strategic in addressing academic deficits in tier 3 students.		Lisa Vaughn	06/30/2021	
<i>Notes:</i>					
6/11/19	Maintain needed resources to support MTSS initiative (coach books, Moby Max, etc.)		Lisa Vaughn	06/30/2021	
<i>Notes:</i>					

	6/11/20	ELA, SS, and Science teachers will continue to use the Sign Post strategies to help build Foundational Core in reading.		Lisa Vaughn	06/30/2021	
	<i>Notes:</i> Signs will be made for each classroom to reinforce the Sign Post strategies.					
	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>		Given current resources, faculty and staff work together to provide guidance and support for students. Student services faculty and staff collaborate with multiple departments and external agencies to provide support. Teachers in collaboration with support staff will provide various opportunities for enhancing the social and emotional needs of students.	Limited Development 09/07/2016		
	<i>How it will look when fully met:</i>		Faculty/Staff will be more aware of the social-emotional needs of the students they teach. Through staff development faculty/staff will have a better understanding of the social-emotional needs of the student. A better understanding and protocol on how to support the social-emotional needs of the student.		Lisa Vaughn (2020-2021)	06/30/2021
	<i>Actions</i>			2 of 4 (50%)		
	6/11/19	Book Study; Fostering the Resilient Child		Complete 06/11/2020	Lisa Vaughn	06/30/2020
	<i>Notes:</i> Discussion Board will be used					
	6/11/19	Mental Health training provided by county support teams		Complete 06/11/2020	Terri Chester	06/30/2020
	<i>Notes:</i> Support teams will be based on school need with input from student services.					
	6/11/20	Student services will consult and collaborate with teachers to assist in the development of a school-wide system for daily check-ins with students. This will take place in each class in hopes to address the social and emotional needs of the student. The data will be shared among the student's teachers as well as student services staff.			Student Services	06/30/2021
	<i>Notes:</i> Terri Moyer has a daily check-in system that could possibly be shared and modified to meet this criteria.					
	6/11/20	Teachers will be provided Professional Development for the book: A Practical Guide to Mental Health and Learning Disorders for Every Educator. Strategies from this book will be used by classroom teachers to help meet the needs of the students.			Lisa Vaughn	06/30/2021
	<i>Notes:</i> Each teacher will be provided a copy of the book.					