

Comprehensive Progress Report

Mission: Our Mission: Baton Elementary School will provide quality instruction in a safe and caring environment.

Vision: Our Vision: Baton Elementary School students will be prepared to continue their education and become responsible, productive citizens.

Goals:

1. Every student will leave Baton Elementary School prepared to continue their education at the next level and will have the skills needed to pursue their potential long-term career interests and citizenship in the community. (A1.07), (A2.04), (B1.01), (E1.06)
2. Every student will have a personalized education. (A1.07), (A4.01), (B3.03)
3. Every student will have excellent educators who are attentive to students' academic, behavioral, and social-emotional needs. (A4.06), (A4.16), (C2.01)
4. Our school will have effective and efficient instructional, business, and technology systems for better instruction, improved communication, and insured safety of our students. (B2.03), (C3.04)
5. Every student will be healthy, safe, and responsible for their property, words, and actions. (A4.06)



! = 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>		PBIS is a behavioral management system that is in place. There are expectations regarding behavior, rules and procedures (matrix posted throughout buildings)		Limited Development 09/27/2017		
How it will look when fully met:						
Actions						

Notes:

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>		Instructional teams consist of groups of teachers organized into grade-levels. We are in the process of demonstrating a collaborative school culture through the use of "Planbook.com." Plans are developed and can be shared with all teachers using Planbook.com.	Limited Development 12/02/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Since we have electronically shared planbooks throughout the school, our grade level teachers will have meetings in collaboration with our Specialty teachers as needed to better align core and supporting content areas.	Objective Met 10/11/20	Jason Teffeteller-- Continuous Member	05/10/2021
Actions					
	12/2/19	Lesson plans will be checked prior to observations and as needed to ensure effective planning for instruction.	Complete 10/23/2020	Jason Teffeteller	05/29/2020
		<i>Notes:</i> This has effectively been completed already. However, due to COVID-19, we decided to move the date to the end of this year to ensure that it continues to be done with fidelity.			
<i>Implementation:</i>			10/11/2020		
<i>Evidence</i>		10/11/2020 View lessons at http://www.planbook.com .			
<i>Experience</i>		10/11/2020 The principal reviews lesson plans prior to conducting observations of teachers. Lessons are submitted via Planbook.com and/or through the use of Google Docs or hard-copy lesson planning books.			
<i>Sustainability</i>		10/11/2020 Lessons will continue to be monitored in Planbook.com regularly and/or as needed to ensure consistent, effective lesson planning.			

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>		We believe we're at a level 1 Opportunity Score because we would need additional funding to utilize tutors to provide tiered instruction for all of our students. We do provide this tiered instruction with the teaching staff we have available, but we really need additional funding for tutors, too, based on our current performance data. Additional consideration should be given to more instructional assistants in the regular classrooms, not only to provide tiered support instruction, but also to allow more time for the classroom teachers to teach more effectively. In the meantime, in the event that we will not be able to secure funding for more staffing, we will reallocate the existing staff and schedule to allow as much instructional attention to students as we're able.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		Our master schedule includes designated times for intervention in addition to core instruction. Our instructional staff will regularly review, analyze, and discuss data so that students will receive remedial, enriching, and data-informed instruction according to their needs. This supplemental instruction will be provided by staff trained in the research-based interventions.	Objective Met 09/22/21	Jason Teffeteller-- Continuous Member	06/07/2021
Actions					
	10/8/18	Teachers, assistants, and, when available, tutors will target intervention instruction for students based on assessment data and teacher recommendation.	Complete 01/15/2019	Jason Teffeteller	11/15/2018
<i>Notes:</i>					
	10/8/18	Grade level teams will analyze their data to identify instructional needs for all students and implement foundational core and instructional support plans developed by the team.	Complete 06/07/2019	Susan Bradley	06/07/2019
<i>Notes:</i>					
	10/8/18	Teachers and support staff will maintain implementation data for all tiers, including progress monitoring data, attendance and instructional notes, and student discipline data to assess effectiveness, making needed adjustments aligned to instruction, curriculum, environment, and learners.	Complete 12/13/2021	Jason Teffeteller	05/28/2021

Notes: Teffeteller has created the Grade Level Snapshot spreadsheet with student data and links to intervention implementation data. Teachers will begin inputting progress data on Feb. 1, 2021. Dates for data review will be set on 1/29/21 and put on the calendar.

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>		The School Counselor comes to each classroom monthly to give guidance lessons. She gives lessons on character traits, as well as, how to deal with emotions. She will come in more often if there are individual situations that require her attention. She provides teachers with a packet filled with strategies that help each student with their emotional needs. We continue to implement PBIS which focuses on positive behavior. We have a nurse and a school social worker who meet weekly with the Student Concerns Team. Our school now has a sensory room and a cool-down room to better meet student needs. Additional instructional assistants would be helpful to meet the increasing number and severity of emotional and behavioral needs in our school. Our district has also created a task force to address mental health needs and has required all staff to view a film on Adverse Childhood Experience.	Full Implementation 12/02/2019		
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
<i>Initial Assessment:</i>		We have programs in place such as Rising Stars, Pre-K program, stagger enrollment, and student data spreadsheets for class rolls.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
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<i>Initial Assessment:</i>		At the LEA level, the district Multi-Tiered System of Support (MTSS) team serves as the LEA support and improvement team and provides direction and support for both the district and schools as the implementation of MTSS expands and continues. The team is comprised of district and school representatives including curriculum, school improvement, student support, special education, and school administration. The district MTSS team meets monthly. Agenda and minutes serve as evidence of these meetings.	Full Implementation 12/02/2019		
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>		Our school has a School Improvement Team or leadership team that meets twice per month for at least one hour per meeting. We discuss the indicators that we've assessed and chosen to move our school forward. We also try to discuss items that are of immediate importance to our school at the time of the meeting. We do sometimes struggle to discuss all the items we need to resolve in the allotted time we have for meetings. It seems that we're hurried in our meetings without real time for discussion. Also, the NC Star program seems to hinder our discussions because it seems cumbersome in its navigation. We have recently begun to include other meetings that serve purposes of school improvement so that our work is more authentic in how it represents the work we're actually doing.	Full Implementation 12/02/2019		

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>		The principal follows the North Carolina Educator Evaluation System to observe and monitor instruction regularly. He provides timely and constructive feedback.	Limited Development 10/26/2016		
<i>How it will look when fully met:</i>		To provide a feedback loop between the principal and teacher, feedback will be provided via the NCEES evaluation process, classroom walk-throughs, and informal observations. The principal or designee will also monitor the impact of professional development and evaluate the effectiveness of programs. The principal will review and discuss teachers' lesson plans and data notebooks at regular intervals. Teachers will provide peer-to-peer feedback through our "Peer Peek-Ins" program. We currently encourage the use of "3C Forms" (Cares, Critiques, and Concerns) to anonymously voice concerns for the School Improvement Team to address.		Jason Teffeteller-- Continuous Member	05/31/2022
Actions			2 of 4 (50%)		
10/10/17	Lesson plan books and data notebooks will be shared electronically or made available upon request.	Complete 08/31/2018	Jason Teffeteller	08/31/2018	
<i>Notes:</i>					
11/13/17	Teachers will be assigned to Peer Peek-Ins based on perceived or observed need or interest.	Complete 03/31/2021	Jason Teffeteller	01/31/2021	
<i>Notes:</i> Due to COVID-19, this goal has been pushed back to the end of the second nine weeks to allow for the transition of Caldwell Connect students back to the classroom. The assignment of Peer Peek-Ins will be completed by December 18, 2020, but the completion of the observations will be complete by April 30, 2021.					
10/10/17	The principal or designee will use a walk-through process to monitor classroom instruction. The principal's goal is to perform at least one walk-through a day, using the ELEOT instrument, another informal method of providing feedback to teachers (email, sticky notes, conversation, etc.), or the formal teacher evaluation process using NCEES.		Jason Teffeteller	01/31/2022	
<i>Notes:</i>					
10/8/18	Creation of a Professional Development Plan based on teachers' PDP goals and district initiatives.		Jason Teffeteller	01/31/2022	
<i>Notes:</i>					

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>		School performance data is reviewed quarterly to drive instruction. Our school uses data to make decisions about professional development and school improvement needs.	Limited Development 10/26/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		We will analyze assessments such as STAR, NC Check-Ins, EOG/BOG and SchoolNet to ensure that differentiated instruction is being supported. We will use data to analyze the learning needs of our teachers as well. Attendance and behavioral data will be regularly reviewed to inform decisions to improve outcomes for our school.		Jason Teffeteller-- Continuous Member	04/09/2022
<i>Actions</i>			3 of 4 (75%)		
	10/10/17	Teachers will compile data notebooks. These data notebooks will be discussed and used to guide instruction.	Complete 09/30/2018	Kristin Austin	06/29/2018
<i>Notes:</i>					
	10/10/17	Our Student Concerns Team will monitor and address school attendance rates, paying particular attention to chronic absenteeism.	Complete 06/30/2018	Kristin Austin	06/30/2018
<i>Notes:</i>					
	10/10/17	Data from summative state assessments, NC Check-Ins and district benchmarks, and formative classroom performance will be analyzed and shared among staff members.	Complete 02/11/2019	Jason Teffeteller	06/30/2021
<i>Notes:</i>					
	10/8/18	Creation of a school plan for providing professional development based on teachers' PDP goals and district initiatives.		Jason Teffeteller	01/31/2022
<i>Notes:</i>		Grade level teams will discuss possible professional development topics or needs and be ready to discuss and prioritize these needs at the first November SIT meeting.			
<i>Implementation:</i>			02/11/2019		
<i>Evidence</i>		2/11/2019			
<i>Experience</i>		2/11/2019			

<i>Sustainability</i>	2/11/2019			
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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<i>Initial Assessment:</i>	Recruitment efforts are made through the University job fairs. Administrators are asked to attend the job fairs and look for possible candidates.	Limited Development 11/14/2016		
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<i>How it will look when fully met:</i>				
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<i>Actions</i>				
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<i>Notes:</i>				
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Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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
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<i>Initial Assessment:</i>	Grade levels continue to communicate weekly through newsletters, text messages, email, school web page, and phone calls. Parents are invited to PTO meetings. Reading night and math night are scheduled on the yearly calendar. Conferences are held with parents to give information about the curriculum. Third grade parents participate in Read to Achieve meetings. Open House/Orientation meetings are also offered to parents at the beginning of the year. Parents are receiving weekly emails of school-wide information from the principal. More volunteer opportunities are provided through a new Grand-buddies Program.	Full Implementation 12/02/2019		
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