

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)



Activity in the last 1 months

! = Past Due Objectives KEY = Key Indicator

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	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.		Jason Teffeteller	06/07/2021
Actions			2 of 3 (67%)		
	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.		Jason Teffeteller	05/28/2021

Notes:

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	06/29/2021
Actions			1 of 4 (25%)		
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>					
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	12/18/2020
<i>Notes:</i>					
11/13/17		Teachers will be assigned to Peer Peek-Ins based on perceived or observed need or interest.		Jason Teffeteller	12/18/2020
<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.					
10/8/18		Creation of a Professional Development Plan based on teachers' PDP goals and district initiatives.		Jason Teffeteller	12/18/2020

Notes:

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	04/09/2021
Actions			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>					
	10/8/18	Creation of a school plan for providing professional development based on teachers' PDP goals and district initiatives.		Jason Teffeteller	12/12/2020
<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.					
	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

Notes:

Implementation:		02/11/2019		
<i>Evidence</i>	2/11/2019			
<i>Experience</i>	2/11/2019			
<i>Sustainability</i>	2/11/2019			