


## Comprehensive Progress Report

**Mission:** Teaching the Way that Children Learn, Learning the Way that each Student Finds, Connecting the Way through the Arts, Supporting the Way with Open Minds

**Vision:** Our vision is to establish and maintain a unique learning environment that incorporates the A+ Philosophy of the integration of the arts, and connects it to each student’s individuality based on the Howard Gardner’s Multiple Intelligence Theory. This environment is to be enriched through both parental and community involvement, in order to best teach the whole child by bringing and blending the strengths of each child’s world view and culture into the instruction of the classroom.

**Goals:**

- All students will show growth in math proficiency.
- All students will show growth in reading proficiency.
- All students will be provided tools and resources to foster and encourage their social and emotional well being.

 Activity in the last 1 months

! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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
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<b>Initial Assessment:</b>	Currently, we have a new Assistant Principal who will be taking over our PBIS data collection and leading the team. Within our PBIS team, we have established a Tier I leader who is Heather Gibson. We have also established a Tier II team leader who is Courtney Saunders and Danelle Kiziah. Courtney Saunders, Danelle Kiziah, Randy Hart (Assistant Principal), and Kelly Smith (Principal) attended Tier II and Tier III Training/PD. A few teachers were selected to attend a Classroom management professional development as well. Danelle Kiziah and Courtney Saunders have planned to meet with staff during planning to further discuss our progress for Tier II and where we plan to head with Tier III. They will be providing handouts for teachers to reference when working with students or needing to refer to the process for each Tier. Teachers are reminded to be consistent with Google Docking students when necessary and to follow our school-Wide procedures. This includes when and how to do an office referral.	Limited Development 12/04/2017		
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	The majority of students will be complying with our school wide expectations. Office referrals will continue to decrease. Bobcat Bucks are turned in weekly to be eligible for a drawing where students can get a prize from the prize box. Students will be earning weekly rewards if their name is drawn for the week. Five students are selected for every 2 grade levels. A K-2 Training will be completed with staff by January 15th, 2018 on Tier II and Tier III. A Tier II team will meet to discuss students and any plans that may be necessary to implement. This will coincide with our MTSS meetings. Evidences will include sign in sheets for professional development along with a copy of the packet provided to staff during the professional development. Tier Team meetings will include minutes being recorded and used for evidence. School-wide training videos can be uploaded as evidence that teachers are reviewing them periodically with their students at peak times during the year. We will also have data collected and reports created on the progress of our PBIS program. Our school will be recognized for Exemplar Status.	<b>Objective Met 09/11/19</b>	<b>Jessica Anthony</b>	<b>06/07/2020</b>
<b>Actions</b>				
2/21/18	Administrators/Select staff will attend PBIS professional development trainings on Tier II and Tier III	Complete 11/30/2017	Danelle Kiziah, Courtney Saunders, Randy Hart	11/30/2017

<i>Notes:</i>				
2/21/18	A Tier II Team will be established to effectively monitor student behaviors and assist in making appropriate Tier II/Tier III intervention plans when needed	Complete 11/30/2017	Heather Gibson	11/30/2017
<i>Notes:</i>				
2/21/18	A group of select staff will attend professional development on "Classroom Management" to ensure they are being effective with classroom management and to share/train the rest of the staff (refresher)	Complete 11/09/2017	Heather Gibson, Courtney Saunders	11/30/2017
<i>Notes:</i>				
12/4/17	Danelle Kiziah and Courtney Saunders will provide professional development to staff during their planning times.	Complete 11/29/2017	Carol Ann Bingham	01/15/2018
<i>Notes:</i>				
2/21/18	Mrs. Youngsmith will upload our PBIs videos to WDAV for teachers to show throughout the year, including at the beginning of the year and specifically upon returning from big breaks such as Christmas and Spring Break.	Complete 01/10/2018	Julia Youngsmith	01/31/2018
<i>Notes:</i> WDAV is our school news program that is shown on a daily basis.				
2/21/18	Every student will be assigned to another staff member who will serve as their advocate/mentor; students school wide will be using a book, Lunch Lady and the Cyborg Substitute, to discuss our district and school theme of "Stop Looking for the Hero and Be the Hero" - Character Education Skill Building	Complete 04/25/2018	all staff	03/28/2018
<i>Notes:</i> Staff voted to not do the school wide read as they did not feel it was appropriate for all grade levels. Staff preferred to have students divided up, higher grade level students with lower grade level students, while having the lower grade level students read to the upper grade level students. Staff will monitor and make connections with students while reading.				
2/21/18	Staff will continue to show PBIS student made videos at the beginning of the school year, semester break, and as needed to demonstrate positive behaviors and expectations	Complete 06/08/2018	all staff	06/08/2018
<i>Notes:</i>				
2/21/18	Students will be rewarded with bobcat bucks when observed making positive choices and following rules/expectations	Complete 06/08/2018	all staff	06/08/2018
<i>Notes:</i>				

2/21/18	Connect Teachers will give Big Bobcat Bucks to classes who earn them by following our PBIS matrix; K-2 and 3-5 classes with the most Bib Bucks earned will be rewarded at the end of each nine weeks	Complete 06/08/2018	Connect Teachers	06/08/2018
<i>Notes:</i>				
9/23/18	PBIS Committee will discuss the best way to determine the top K-2 and 3-5 class with the most Bobcat Bucks as often times classes are not able to attend Connect so they would not have an opportunity to earn a Bobcat Buck which currently is counting against them.	Complete 10/26/2018	PBIS Committee	10/26/2018
<i>Notes:</i> This was brought up during one of our SIT meetings as something we needed to address for this coming year. Once the PBIS committee meets that will create the procedure for determining the top winners to make it as equitable as possible.				
9/24/18	Add "Possible Motivations" for students' negative behaviors on our office referral as noted from last year's SET (School-wide Evaluation Tool)	Complete 10/26/2018	Kelly Smith	10/31/2018
<i>Notes:</i>				
9/23/18	Review, discuss, evaluate, and create a plan of action as needed in regards to the NC Teacher Working Conditions Survey results as it relates to discipline and managing student conduct	Complete 08/01/2019	Staff	08/01/2019
<i>Notes:</i>				
9/24/18	Evaluate the use of "clip charts" in lower grades	Complete 08/01/2019	Staff	08/01/2019
<i>Notes:</i>				
<b>Implementation:</b>		09/11/2019		
<b>Evidence</b>	9/11/2019 This plan was designed and implemented by the former principal at Davenport A+. As far as the SIT is concerned, the school has completed each of the listed action steps. 2/21/2018			
<b>Experience</b>	9/11/2019 This plan was designed and implemented by the former principal at Davenport A+. As far as the SIT is concerned, the school has completed each of the listed action steps. 2/21/2018			
<b>Sustainability</b>	9/11/2019 This indicator will need to be reevaluated once we meet the more pressing needs of MTSS implementation and will become part of that implementation with the behavior plan. 2/21/2018			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This school year we have set a goal to increase reading and math proficiency. In order to do that, we have implemented Wit and Wisdom in 3rd, 4th, and 5th Grade for reading and Engage NY for Math in 1st, 2nd, and 3rd Grades for math. We based the grade level program implementation on the needs as identified in the STAR Reading and STAR Math scores from March 2020.	Limited Development 10/07/2020		
<i>How it will look when fully met:</i>		When this objective is fully implemented, all teachers in 3rd, 4th, and 5th Grades will be fully implementing Wit and Wisdom curriculum with fidelity. Additionally, all teachers in 1st, 2nd, and 3rd Grades will be supplementing their math curriculum with Engage NY curriculum. We will see growth in both math and reading by the end of the school year due to the implementation of both Wit and Wisdom as well as Engage NY. Ultimately, we want to see both programs being implemented school-wide by the end of the 2021-2022 school year. Additionally, as an A+ school, we want to enhance our arts integration framework by holding A+ integration meetings which will ensure 2-way collaboration among arts teachers and core area teachers. In this way, students will have access to material in all core and arts classes as well as have multiple ways to both learn and demonstrate mastery according to Howard Gardner's Theory of Multiple Intelligences.		Brooke Craig	06/03/2022
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/7/20	Implement Wit and Wisdom in fully in 3rd-5th Grade while supplementing ELA curriculum with Wit and Wisdom in K-2 to increase reading proficiency		Emily Watkins	05/30/2021
<i>Notes:</i>					
	10/7/20	Implement Engage NY to supplement current core math instruction.		Brooke Craig	05/30/2021
<i>Notes:</i>					
	10/7/20	Hold A+ integration meetings to align arts curriculum with core area content		Julia Youngsmith	05/30/2021
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills.	Limited Development 10/07/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, there will be visible SEL strategies in every classroom including the color regulation charts, SEL lessons, and a mutual respect of others within the classroom environment. Davenport A+ will work with our school counselor to develop and implement a comprehensive Social Emotional Learning curriculum to best support the needs of students following the shutdown due to COVID-19. We will conduct an initial training to introduce teachers to the strategies and rationale behind them. All teachers will complete the SEL Training through the Friday Institute to familiarize themselves with the CASEL competencies: Self-Awareness. Understanding your emotions and thoughts and how they influence your behavior; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills.		Jessica Anthony	05/28/2021
<i>Actions</i>			<b>0 of 2 (0%)</b>		
10/7/20	Teachers implement the zones of regulation color codes tailored to their classroom needs to check in with students and acknowledge social/emotional states prior to learning.			Jessica Anthony	05/28/2021
<i>Notes:</i>					
10/7/20	Conduct a school-wide introduction to Social Emotional Learning.			Jessica Anthony	08/28/2021

Notes: We will introduce staff to the core competencies of CASEL and initially encourage practical SEL strategies for teachers to begin using immediately when school starts.

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>		The Leadership Team established that the school utilizes data to make decisions about school improvement. however the same can not be said about informing decision regarding Professional Development. Davenport analyzes multiple sources to inform the school improvement process; PBIS, MTSS, Star Testing, classroom data, and standardized tests are all taken into consideration before school improvement goals are put into place. The Leadership Team agreed that Professional Development offered does not target the specific needs of grade level and does not sufficiently differentiate to meet their needs. Data source should be more sufficiently utilized to provided Professional Development more suited to the school and specific grade levels.	Limited Development 10/31/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Mrs. Anthony, the MTSS Team, IF, School Psychologist, and Lead Speech Path along with grade levels will look at data regularly as outlined: weekly with grade level teams and IF and every 6 weeks during Data Days with the principal, IF, School Psychologist, and Lead Speech Pathologist to target student groups and provide interventions as necessary.		Jessica Anthony	06/07/2021
<i>Actions</i>			1 of 2 (50%)		
	10/4/19	Weekly data meetings with grade levels and IF to analyze student data, progress monitor, and plan interventions for students as necessary.		Angela Steele	06/07/2020
<i>Notes:</i>					
	10/4/19	Grade Levels will meet every 6 weeks for data days to view and analyze specific student data reports, group students, and target those in need of Tier 2 and Tier 3 interventions. Principal will provide money for substitutes	Complete 06/05/2020	Jessica Anthony	06/07/2020
<i>Notes:</i>					



<b>Implementation:</b>		09/02/2020		
<b>Evidence</b>	9/2/2020 We held weekly data meetings and an every 6 week MTSS meeting to review data and ensure proper interventions were in place for students.			
<b>Experience</b>	9/2/2020			
<b>Sustainability</b>	9/2/2020 We will continue with our MTSS plan and monthly meetings with Admin, SST, and other stakeholders to ensure proper interventions are in place for students.			