

Comprehensive Progress Report

Mission: As Dudley Shoals Eagles we: Expect Achieve Grow Lead Excel Succeed

Vision: At Dudley Shoals Elementary, we will protect, challenge, and encourage all students so they will be well equipped to handle the ever-changing environment in which they are expected to thrive.

Goals:

Dudley Shoals Elementary will demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social/emotional instruction that is culturally responsive, research-based, and differentiated to meet the learning needs of all students. The MTSS framework will help us better serve each student individually and be evidenced by both formative and standardized assessment.

In order to close the gap from pandemic-related academic loss, Dudley Shoals will increase STAR Early Literacy and STAR Reading benchmark scores by an average of 20% through the use of revised, targeted core instruction and intervention.

Dudley Shoals will demonstrate improved behavioral outcomes through the continued and more concerted implementation of Positive Behavior Interventions and Supports (PBIS) which will be evidenced by a reduction of office referrals by at least 15% .

Dudley Shoals will continue to advance in distance/remote learning strategies to prepare for possible school closures.



! = 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>	Currently, grade levels plan as teams and individually. Due to time constraints, it is difficult for electives (art, music, pe, and media/computer) and other grade levels to plan with homeroom teachers.	Limited Development 10/05/2016			
	<i>How it will look when fully met:</i>					
	<i>Actions</i>					

Notes:

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All teachers are required to complete weekly lesson plans that are recorded in the Planbook online system. Due to numerous staffing issues related to Covid, we have paused the lesson plan requirement due to numerous subs in the building.		Limited Development 11/04/2020		
	Priority Score: 2 Opportunity Score: 3		Index Score: 6		
How it will look when fully met:	Full implementation will include ALL teachers submitting up-to-date and pacing guide based lessons on a weekly basis.		Objective Met 09/20/22	Matthew Ross	06/03/2022
Actions					
	5/3/22	Principal checks lesson plans weekly.	Complete 04/29/2022	Matthew Ross	06/30/2022
<i>Notes:</i>					
Implementation:			09/20/2022		
Evidence	5/3/2022	All records are stored in Planbook.			
Experience	5/3/2022	Getting back to routinely checking written lesson plans was difficult after providing flexibility with Covid.			
Sustainability	5/3/2022	Teachers will create and submit weekly lesson plans. Principal will check and comment on plans.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> * Data tracking daily (interventions and assessments) * STAR testing quarterly * Meet as grade level teams to evaluate and assess progress monitoring data quarterly * Collaborating with colleagues to determine efficacy of interventions and programs 	Limited Development 03/10/2021		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		All students will be effectively tracked and provided with appropriate interventions in order to meet individual learner needs. This will be evidenced through student academic performance on universal screening models and daily performance in class.	Objective Met 09/20/22	Matthew Ross	12/17/2021
Actions					
	11/30/21	Data review to adjust core instructional plans in addition to intervention and enrichment.	Complete 11/30/2021	Matthew Ross	12/17/2021
	<i>Notes:</i>				
Implementation:			09/20/2022		
Evidence	11/30/2021	Revised core plans are implemented and small group interventions are taking place across grade levels.			
Experience	11/30/2021	Data review meetings and small group assembly based on student needs for common I/E time.			
Sustainability	11/30/2021	Continue to monitor progress and adjust groups as necessary. (Meet quarterly for review)			

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	
Initial Assessment:		As a school we are working to further implement, with fidelity, the PBIS system. This system includes rewarding students for positive behaviors, celebrating accomplishments, and reinforcing school expectations.	Limited Development 11/04/2020			
How it will look when fully met:		When objective is met, ALL staff will utilize the discipline matrix, reinforce school-wide expectations in the classrooms and beyond. In addition, ALL staff will regularly celebrate student accomplishments.		Matthew Ross	06/10/2022	
Actions						
Notes:						
	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:		Our teachers meet at the end of each school year to determine academic, behavioral, and social support needs of our students. This is taken into account when placing students with teachers. We do, however, need to move from academic tracking and look more to individual student needs. This is something we will be working on in the coming months.	Limited Development 11/19/2019			
How it will look when fully met:		Student performance data will increase due to proper and fitting placement with teachers.	Objective Met 09/26/20	Cooper Ryan	06/13/2022	
Actions						
	11/19/19	As students transition from grade to grade, teachers will meet to help determine placement and apprise future teachers of pertinent information regarding those students.	Complete 06/01/2021	Cooper Ryan	08/25/2020	
Notes:						

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>		Teachers share a common planning time. In addition to planning, teachers also participate in PLCs and Grade-Level administrative meetings.	Limited Development 11/19/2020		
<i>How it will look when fully met:</i>		Teachers will have time built into the master schedule to collaboratively plan wit minimal interruption.		Cooper Ryan	06/15/2021
Actions					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		A school wide reward system to help improve school morale could be beneficial. Staff hiring is done with groups depending on the area being interviewed. Staff has implemented random acts of kindness toward each other. Social Comt. develops school wide luncheons for faculty. Timely hiring practices for vacancies.	Limited Development 10/12/2016		
<i>How it will look when fully met:</i>		Continue to build teacher morale with shout-outs, recognition for accomplishments, and meticulous attention to new hires and their fit into our school mission and vision.		Cooper Ryan	06/06/2022
Actions					
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		DSES uses PBIS to ensure school-wide behavioral expectations for all areas within the school. We track data from these sources to help build capacity for student and staff safety. Our school is working toward common language for students in terms of expectations and how to remain safe. We hope to implement a strong Social-Emotional Learning program moving forward to target student mental health needs and, as a corollary, improve overall student performance.	Limited Development 04/14/2021		
<i>How it will look when fully met:</i>		Teachers are equipped with resources and other supports to help with student SEL issues. We want to have common curricula/language across the school when working with students. Data sources included discipline referrals, counseling referrals, and minor behavioral incidents. Teachers will be trained in SEL techniques, mental health, and trauma-informed pedagogy.		Sarah Beth Cooke	12/16/2022
<i>Actions</i>					
Notes:					

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
<i>Initial Assessment:</i>		In the 2017-18 school year, teachers communicate in many different ways throughout the building. Currently, the school uses newsletters, webpages, Remind.com, Blackboard Connect, planners, and the brand new school marquee. Open House, Title One/parent nights, Read to Achieve meetings, parent teacher conferences, grandparents week, Mighty/Soaring Eagle Awards, and awards days, etc... It is difficult when telephone numbers change frequently. Student absences and tardies seems to be generational. Also, socioeconomics and family structures make communication difficult.	Limited Development 10/12/2016		
<i>How it will look when fully met:</i>		100% of teachers will communicate with parents/guardians about our expectations and provide them with resources using various platforms (social media, Remind, newsletters, website, etc.). These tools will improve communication, academics, attendance, participation, and community/family involvement. As evidence we will provide samples of newsletters, curriculum night documentation, teacher websites linked to school website, and/or social media data.	Objective Met 12/17/18	Gwyn Roop	10/04/2017
Actions					
	2/8/17	New survey for what multi media parents will use most often (alert now)	Complete 04/10/2017	Gwyn Roop	02/18/2017
		<i>Notes:</i> 1. Do you have internet access available through computer or a hand held device? 2. Most used social media: Facebook, Twitter, none 3. Preferred methods of getting current information about your child, class, or school? traditional (conferences, letters, phone calls), electronically (social media, email, remind, website) Paper copy was sent on April 10, 2017.			
	2/8/17	SIT members will gather information concerning currently used communication tools within areas.	Complete 03/01/2017	Amy Yelton	03/01/2017
		<i>Notes:</i> Discussion of the success of the communication tools used.			
	2/8/17	Parent perspective of the website to ensure parent friendly information.	Complete 03/01/2017	Gina Fox	03/01/2017

Notes: Parent will look at website and provide feedback on the website using a parent's perspective (user friendly).

Gina Fox (parent) provided feedback on website.
https://docs.google.com/document/d/1b0jvePG05BNWbtKiFJjPpjuiW7Cy_POgbwz4ZZ_D5HY/edit?usp=sharing

9/11/17	Student Handbook will be reviewed for the 2017-18 school year.	Complete 08/10/2017	Debi Miller	08/28/2017
<i>Notes:</i>				
6/26/17	List of links, information on the webpage that needs to be updated, yearly. Information needs to be given to the staff member responsible for the school website.	Complete 08/17/2017	Debi Miller	08/31/2017
<i>Notes:</i>				
6/26/17	Training for staff on Remind before the 2017-18 school year begins.	Complete 08/18/2017	Susan Neel	09/15/2017
<i>Notes:</i> Many staff members use Remind but do not know all the tools that are available with the program. Training is needed to explore various tools.				
9/11/17	Grade Level Handbooks are distributed to parents.	Complete 10/02/2017	Gwyn Roop	09/29/2017
<i>Notes:</i>				
10/30/17	Survey staff for ideas for Parent Nights.	Complete 12/06/2017	Debi Miller	11/08/2017
<i>Notes:</i>				
10/30/17	SIT committee discuss the suggestions for Parent Nights, (who, what , when how). How much money is available?	Complete 12/06/2017	Brook Cooper	12/07/2017
<i>Notes:</i>				
10/30/17	Plan agreed upon Parent Nights.	Complete 02/07/2018	Brook Cooper	02/07/2018
<i>Notes:</i>				
3/7/18	Staff to review student handbook and make suggestions/concerns for 2018-19.	Complete 06/14/2018	Debi Miller	06/08/2018
<i>Notes:</i>				