

Comprehensive Progress Report

Mission: Mission: Happy Valley School, in partnership with the community, educates all individuals to be responsible citizens in a global society. We are dedicated to provide a rigorous curriculum in a safe, nurturing environment.

Vision: Inspiring and advocating for students and their learning through continuous support and relationship that directly impact their education and well being.


Goals:

All students and parents will receive a broad spectrum of communication methods to keep them informed and updated with the school academically, socially, and emotionally.

All students will receive appropriate, differentiated, data driven teaching through a tiered instructional framework that delivers evidence-based instruction aligned to each student’s academic and curriculum needs.

All students will receive guidance and education in managing their social and emotional states as well as receiving support and interventions through the MTSS framework.

All students will receive an academic, social, and emotional education that is instructed by educators that will be provided with high quality, ongoing, and differentiated professional development that includes academics, social/emotional learning, and technological tools to enhance instruction.

 Activity in the last 3 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are lacking in appropriate technology as well as the knowledge of how to use it for the benefit of our students.	Limited Development 08/28/2020		
<i>How it will look when fully met:</i>		We will have enough working Chromebooks to be 1:1. We will also have enough professional development on these devices and other programs and software to be successful in any environment our students need to use.		Stefanie Keller	05/31/2022
Actions			0 of 3 (0%)		
	8/28/20	Buy additional Chromebooks		Adam Windmiller	05/28/2021
	<i>Notes:</i> We need to do this for the next two years minimum to buy enough Chromebooks				
	8/28/20	Create professional development for the faculty and staff in the field of technology		Stefanie Keller	05/28/2021
	<i>Notes:</i>				
	9/25/20	Create follow up professional development designed around feedback from teachers after the initial professional development		Stefanie Keller	05/28/2022
	<i>Notes:</i>				

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>		Teachers will meet once a month to dissect data and find skill deficits of students that are struggling. We will then create an academic plan to help fill that void.	Limited Development 08/28/2020		
<i>How it will look when fully met:</i>		When this objective is clearly met we will have fully functioning Core plans, Supplemental plans, and Intensive plans that will be followed with fidelity to increase our students skills.		Adam Windmiller	05/28/2021
Actions			0 of 2 (0%)		
	8/28/20	Meet once a month for the entire school year		Adam Windmiller	05/22/2021
<i>Notes:</i>					
	8/28/20	use data at each meeting to create plans for academic success.		Adam Windmiller	05/22/2021
<i>Notes:</i>					

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>		Limited development, to fully implement: MTSS meeting notes, focus groups (tiered tracked students), guidance classes to benefit at risk students, EC interventions, K-2 push-in times, lesson plans.	Limited Development 09/07/2016		
<i>How it will look when fully met:</i>		At Happy Valley students are provided evidence based instruction aligned with individual needs through core curriculum, and programs including TARGET and Focus. teachers regularly focus on student data/progress based on common assessments available for each grade level (STAR, TRC, DIBELS, NC Check-Ins, Benchmarks).		Adam Windmiller	06/10/2022
Actions			7 of 8 (88%)		
	2/6/17	Document specific interventions	Complete 04/25/2017	Meredith Belk	05/16/2017
<i>Notes:</i>		MTSS interventions are discussed at regular MTSS meetings. The last MTSS meeting was 4/25/17			
	2/6/17	Additional MTSS training	Complete 05/02/2017	Meredith Belk	10/24/2017

		Notes: Ms. Griffin attended district wide MTSS training on 2/16/17 and 3/16/17. Ms. Griffin also visited GFMS on 1/31 to discuss MTSS with Ms. Costin. A team from HVS went to Forest Hunt Elem on 5/2/2017 to see how they implement MTSS at their school.			
	2/6/17	Planbook Training	Complete 09/26/2017	Meredith Belk	10/31/2017
		Notes:			
	2/6/17	Data Sessions	Complete 05/31/2018	Meredith Belk	05/31/2018
		Notes:			
	2/6/17	PLC/PD-Lesson Plans Evaluation	Complete 06/08/2018	Meredith Belk	06/08/2018
		Notes:			
	9/14/18	All teachers at HVS will complete a book study on the book Focus Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker.	Complete 06/03/2019	Meredith Griffin	05/31/2019
		Notes:			
	9/12/18	Selected HVS teachers will participate in County MTSS Cohort 1	Complete 05/01/2019	Profit, Cheek, Griffin, Greene, Sprouse, Hale	06/09/2019
		Notes: Recurrence will be based on county scheduled meetings			
	9/5/19	Have MTSS meetings every 6 weeks		Adam Windmiller	06/10/2022
		Notes:			
	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
		Initial Assessment:	Limited development, evidence of development to include EC class/IEP, MTSS meetings, guidance lessons, individual classroom management, time for counselor visits, teacher student relationships, student perception surveys, Social and Emotional Learning.	Limited Development 09/07/2016	
		How it will look when fully met:	The school counselor will not only help students with their Social and Emotional needs, but she will also help teachers be able to help with this process as well.		Dana Greene 05/28/2021
Actions			0 of 4 (0%)		
	8/28/20	Discuss students and their SEL progress through the At Risk Team		Dana Greene	05/22/2021
		Notes:			
	8/28/20	Professional development for teachers for SEL		Dana Greene	05/22/2021
		Notes:			
	8/28/20	create strong relationships with students through classes		Dana Greene	05/22/2021

Notes:

8/28/20 Give important information about SEL with parents through Instagram

Dana Greene

05/22/2021

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Quality of professional development

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			Currently we provide professional development, but it isn't followed up well and it isn't differentiated well.	Limited Development 08/28/2020		
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<i>How it will look when fully met:</i>			When this objective is met, we will have multiple PD sessions simultaneously going on at one time with each session meeting the need of the faculty or staff watching it. We will also build on that PD throughout the year(s)		Adam Windmiller	05/28/2021
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Actions 0 of 2 (0%)

	8/28/20		Create a PD session with multiple options		Adam Windmiller	05/28/2021
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Notes:

	8/28/20		create a second PD session with multiple options that is a follow up from the first sessions.		Adam Windmiller	05/28/2021
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Notes:

		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			Currently we have PD sessions with no time for actual collaboration between colleagues.	Limited Development 08/28/2020		
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<i>How it will look when fully met:</i>			When fully developed, our PD sessions will have a specific time dedicated to collaboration with teachers.		Adam Windmiller	05/28/2021
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Actions 0 of 1 (0%)

	8/28/20		Each PD session will have ample opportunity for teachers to also collaborate		Adam Windmiller	05/28/2021
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Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have limited communication with parents.	Limited Development 08/28/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have constant two way communication with parents, teachers, and students.		Adam Windmiller	05/28/2021
Actions			0 of 5 (0%)		
8/28/20	Send more blackboard connect messages. at least one a month.			Adam Windmiller	05/28/2021
<i>Notes:</i>					
8/28/20	School wide use a two way communication app			Adam Windmiller	05/28/2021
<i>Notes:</i>					
8/28/20	Teachers create a Google Classroom for additional opportunities to have two way communication with students and parents.			Adam Windmiller	05/28/2021
<i>Notes:</i>					
8/28/20	Create social media accounts including Instagram and Facebook to put communication methods out to the community			Adam Windmiller	05/28/2021
<i>Notes:</i>					
8/28/20	Keep website updated through out the year.			Stefanie Keller	05/28/2021
<i>Notes:</i>					