


Comprehensive Progress Report

Mission: The mission of Valmead Elementary School is to provide a safe, positive learning environment that promotes academic achievement, character development, creative minds, and the courage to be a responsible individual. Valmead School is a place where all students will be successful and become life-long learners.

Vision: Valmead School is a place where all students will be successful and become life-long learners.

Goals:

- All students will achieve academic success while receiving resources that support social-emotional and behavior skills in the school setting.
- Valmead will improve CORE instruction in order to increase student achievement on benchmark assessments.
- All students will be college and career ready by establishing foundation for school attendance at the elementary level.
- All students will benefit from school-parent-community partnerships in order to enhance overall student success (ex. academic, behavior, attendance, social-emotional).

 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

A2.07

**ALL teachers include vocabulary development as learning objectives.
(5097)**

**Implementation
Status**

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>Valmead K-2 teachers have participated in PD for Keys to Literacy this year to support literacy instruction in their classrooms. Teachers have used LetterLand stories to introduce vocabulary, guided-reading supports using fiction and nonfiction books, Razkids, Imagine Learning, Epic books, and leveled readers. This year we have introduced the Wit & Wisdom curriculum to support literacy instruction in second grade and incorporate Deep Dive activities to improve vocabulary skills. Both second-grade teachers and students have enjoyed using this curriculum during their literacy block. Kindergarten and first grade teachers are using the Read Aloud project books to support vocabulary development for student and comprehension skills. Vocabulary instruction is also used during math and intergrated in social study and science curriculum as well in order to strengthen comprehension skills. We feel that this type of instruction is important to help our at-risk student population close the achievement gap between their peers who are performing at grade-level standards.</p> <p>6/10/2020</p> <p>We have put in place K-2 the Wit & Wisdom curriculum for ELA and all students are receiving explicit instruction during whole group activities to increase students' vocabulary skills. School was closed due to Covid-19 Pandemic and all instruction occurred by remote learning. Teachers continued to provide instruction on many online platforms such as Seesaw, Zoom, Google Classroom, Class Dojo and through Razkids, Spelling Cit, Xtra Math, Happy Numbers, Great Minds, Imagine Learning, Letterland Online, Youtube Ela/Math Videos and Boom Cards to enhance instruction and student involvement. We will continue this goals into the 2020-2021 school year to measure the student progress towards mastery of NCSOS standards.</p>	<p>Limited Development 10/03/2019</p>		
<p>How it will look when fully met:</p>	<p>Students will have increased vocabulary development and comprehension skills as evidenced by improved performance on STAR Reading and Math benchmark assessments thus decreasing the performance gaps between at-risk students and their peers.</p>		<p>Amanda Lackey</p>	<p>06/10/2022</p>
<p>Actions</p>		<p>3 of 4 (75%)</p>		
<p>10/3/19</p>	<p>Teachers will provided guided reading supports using topical vocabulary for science and social studies using fiction and non-fiction material during literacy blocks.</p>	<p>Complete 06/05/2020</p>	<p>Allison Franzen</p>	<p>06/05/2020</p>

Notes: 12/2/19 Teachers have been providing daily classroom instruction for vocabulary using a variety of classroom activities that are teacher-directed whole group, small group and independent during the day. Evidence has been uploaded for this indicator. I will continue to monitor instruction for the school year until goal has been met completely.

10/3/19 Second-grade teachers will use Wit and Wisdom curriculum to support vocabulary development, comprehension and expressive language skills for students in their class.

Complete 06/05/2020

Amanda Lackey

06/05/2020

Notes: (12/2/19) Teachers in 2nd grade are using the Wit and Wisdom curriculum to support vocabulary development and expressive language skills using a variety of activities involving gallery walks, writing assignments group activities and have displayed work samples all throughout their classrooms and in the hallways.

10/3/19 Teachers will use Letterland story in kindergarten and first grades and the Read Aloud Project curriculum to support vocabulary instruction literacy blocks.

Complete 06/05/2020

Allison Franzen

06/05/2020

Notes: (12/2/19) Teachers have been Letterland instruction daily Pre-K through 2nd grade to teach literacy skills during reading blocks. We will continue to monitor instruction to make sure that the program is being used with fidelity. Teachers continue to use the Read aloud project (Whole-group), Guided Readers Program(small-group) Istation suggested activities and Florida Center for Reading Research activities for (small intervention groups) and Raz Kids (first-grade) and Engage NY(Whole-group) in Kindergarten.

6/10/20 Teachers will use Wit &Wisdom curriculum K-2 to teach ELA standards during whole-group, small group during the 2020-2021 school year.

Amanda Lackey

05/28/2021

Notes:

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:

Valmead currently uses morning announcements for Pledge of Allegiance to US flag, PAWS matrix , PBIS program and celebrations for students and teachers during the school year. Students are celebrated during the school year for positive behavior and character awards and badges, improvement for academics with Fatz dining certificates, positive badges from the principal and perfect attendance celebrations with the principals such as Donuts and juice breakfast and ice cream celebration. Students are also given badges and pencils for birthdays. Classroom competitions for school attendance, participation during school meals and field day are also used to promote student success and increased participation during the year. We realize that attendance and promptness to school is viable to the social-emotional states of our students and we have provided resources such as soft spaces in each classrooms with preferential seating, manipulatives to decrease stress, mood mats and weighted lap pads to calm students and hallway Lego boards to reset their emotional status so that they are able to participate in classroom activities.

* Classroom teachers have been providing students with differentiated seating, weighted lap pads, a variety of manipulatives to help students stay focused and on task for learning. Administration and Student Support services have used variety of techniques and manipulatives to support students' emotional well-being and help them to reset and return to class. Also, classroom teachers and support staff participated in a training for Darkness to Light to further support students' emotional well-being and some staff participated in Resiliency training and Reconnect to Resilience training.

* Monthly celebrations were provided, however due to Covid-19 school closures planned activities were discontinued. Students received awards at the end of the school year. The school needs to continue to celebrate small successes for students and teachers in order to achieve goals fully.

10/14/20 - Due to COVID safety precautions, it has been advised to not focus on attendance in the traditional sense. Instead we will focus on engagement and two-way communication with students and families. This will provide the necessary supports for student learning and acknowledge the successes of the students.

Limited Development
10/03/2019

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Valmead will have increased student attendance for the school and decreased tardiness to school each day. Students will be prepared daily for school and ready to accept responsibility for learning and participation in class each day. They will work hard at keeping self-control and showing respect to peers and adults while at school. There will be a decrease in office referrals and increased student participation in classrooms. Parents and community will also see Valmead as a school that supports the needs of all students and enroll their children here because of the great resources that we have in place to support the whole child.</p> <p>*Teachers will have explicitly taught classroom rules and procedures for daily routines to students and students will follow rules without reminders for seating, independent work, classroom participation, while transitioning between activities and settings within the school community.</p> <p>* Teachers and Students will feel a sense of community and support within the school where there is an atmosphere of mutual trust and understanding and where all students are treated equitably, justly and fairly.</p>			Zach Morrow	06/10/2022
Actions			3 of 7 (43%)		
10/3/19	All classroom teachers and support staff will attend Darkness to Light Training in the Fall to promote emotional support to at-risk students in class.		Complete 10/25/2019	Carol Sturgis	10/25/2019
	<i>Notes:</i>				
10/3/19	Classroom teachers will provide differentiated seating and work space supports for students to be successful in the classroom setting.		Complete 03/13/2020	Brandi Shore	05/11/2020
	<i>Notes:</i>				
10/3/19	Classroom teachers will encourage students to participate during the pledge to the US flag and PAWS motto daily.		Complete 03/13/2020	Brandi Shore	06/05/2020
	<i>Notes:</i>				
10/23/20	An SEL team will review and revise the student behavior matrix and present a final copy to SIT for approval			Zach Morrow	12/15/2020
	<i>Notes:</i>				

10/3/19	The principal will hold monthly celebrations with students for attendance and post monthly attendance for school and individual classes during the school year.		Principal	05/28/2021
<i>Notes:</i> 10/14/20 - Due to COVID safety precautions, it has been advised to not focus on attendance in the traditional sense. Instead we will focus on engagement and two-way communication with students and families. This will provide the necessary supports for student learning and acknowledge the successes of the students.				
6/24/20	Teachers will provide explicit instruction to students regarding classroom schedule and daily routines by providing step by step directions and examples needed to complete the routines (ex. gathering in a circle on the floor; sitting on the floor with legs crossed; listening to the teacher read; looking at the pictures in a book; and answering questions.)		Principal	05/28/2021
<i>Notes:</i>				
10/23/20	A team will work to complete a social/emotional needs assessment for student and staff.		Zach Morrow	06/30/2021
<i>Notes:</i> A team will work to complete a social/emotional needs assessment for student and staff.				
Implementation:		06/10/2020		
Evidence	6/10/2020 Teachers have provided students with soft spaces in the classroom, worked to improve relationships with students and parents, they have provided activities through school guidance class to support students' mental status and ways to solve conflict and communicate their feelings appropriately. In addition, classroom teachers continue to use Wit & Wisdom strategies for communication to promote a safe and positive learning environment for all in their classroom.			
Experience	6/10/2020 Teachers successfully participated in the Darkness to Light training and provided social-emotional support to students during the school year.			
Sustainability	6/10/2020 Teachers will continue to monitor students emotional status, continue to build positive relationships with students and their families. Teachers along with support staff will continue to provide resources to parents and students in school and within the community to support social-emotional needs.			