

Indicator Filters:

Activity in last: All 

Filter(s) Choose a filter to narrow your search

Show Achieved Indicators / Objectives Only

Show Past Due Objectives Only

Show Selected Indicators Only

apply Crosswalk Filter 

apply Indicator Filter 

Apply Filter

Remove Filter

|< < 1 of 1 > >|  

Sawmills Elementary

Comprehensive Progress Report

Mission:

Mission Statement:

To provide quality instruction in a safe, caring environment.

Vision:

Vision:

We will provide learning experiences that are challenging and nurturing to prepare globally competitive students for life in the 21st century.

Goals:

Goal 1: Sawmills Elementary School will show continued implementation of a Multi-tiered System of Support framework to support behavioral, and social-emotional development.

Goal 2: Sawmills Elementary School will increase parent and family engagement and provide communication through a variety of methods.

Goal 3: Sawmills Elementary School will provide instruction for students' social emotional learning needs, and seek support as needed.

Goal 4: All students will have a personalized education to promote a diverse variety of educational programs, learning experiences and academic-support strategies.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment		
Effective Practice:		High expectations for all staff and students		
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assig
Initial Assessment:		Teachers are working to incorporate three methods of teaching: whole class, small-groups, and computer-based. Teachers are using each method when it is effective for the specific unit/topic they are teaching.	Limited Development 10/20/2021	
How it will look when fully met:		All teachers will be able to teach their students using a variety of methods in order to fully differentiate their instruction. Resources will include lesson plans, student work, student growth demonstrated in EVASS and other sources of progress monitoring.	Objective Met 06/01/23	Aman
Actions				
	1/5/22	Second through 5th grade are engaged in implementing Wit and Wisdom strategies that create lessons targeted to create small and whole group instruction. Students also participate in computer based programs such as Imagine Learning, Extra Math, and Zearn.	Complete 06/01/2022	Aman
Notes:				
	10/20/22	Teachers will include STEM group activities into weekly lessons.	Complete 06/01/2023	Jen
Notes:				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status
Initial Assessment:		Sawmills implements school-wide expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. These expectations are incorporated in the school's behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year. (Include information about any behavioral programs, professional development provided or needed, etc.)	Limited Development 10/16/2022	
How it will look when fully met:		When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.	Objective Met	Jen
Actions				
	10/16/22	Updating our Risk Management Plan as needed to address safety concerns and/or educating staff about protocols in the event of emergencies, crises	Complete 03/29/2023	Jen
Notes:				
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
Initial Assessment:		Teachers are currently planning and working together during their PLC collaboration time to align the appropriate grade level curriculum .	Limited Development 10/19/2021	
How it will look when fully met:		Teachers will have detailed lesson plans in Plan book and unit plans demonstrating the aligned units of instruction. Resources and data will include Plan book, PLC planning notes, and appropriate progress monitoring.	Objective Met	Dawn
Actions				
			1 of 1 (100%)	

10/16/22		All students are placed in a targeted intervention block each morning.		Complete 06/01/2023	Amanc
Notes:					
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	Assig	
<i>Initial Assessment:</i>		Teachers are using data sources such as mClass, star, and check-ins to deliver evidence based instruction.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will effectively work with students and help students learn within their targeted learning tier to close the achievement gaps.		Dawn	
Actions					
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	Assig	
<i>Initial Assessment:</i>		Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker. Moo Zoom will be used for whole class and individual support.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.		Dawn	
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	Assig	
<i>Initial Assessment:</i>		Teachers are intentional about grouping students from current grade levels to the next ensure students are placed in an optimal learning environment to meet their academic and behavioral needs.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>		Teachers will complete individual student cards to effectively transition students to move onto the next grade level. Intervention data is kept on every student to monitor progress across all tiers.		Dawn	
Actions					
Notes:					

		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assig
<i>Initial Assessment:</i>			Teachers are utilizing current progress monitoring such as Star, mClass, Imagine Learning, Check-In's, and EOG's to screen all students to determine targeted interventions for all students.	Limited Development 10/20/2021	
<i>How it will look when fully met:</i>			All students will be placed in the appropriate and effective researched based intervention to promote academic growth.		Breann
Actions				1 of 2 (50%)	
		5/25/22	Students who needed targeted interventions were placed in intervention groups.	Complete 05/31/2022	Breann
<i>Notes:</i>					
		1/5/22	Students are on a consistent progress monitoring schedule.		Breann
<i>Notes:</i>			Next school year: students will be participating in a school-wide intervention time.		
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assig
<i>Initial Assessment:</i>			Sawmills has a school improvement team. This team meets regularly once a month to assess our plan and to discuss school-based topics.	Full Implementation 10/16/2022	
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assig
<i>Initial Assessment:</i>			The Sawmills Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly to review implementation of effective practices	Full Implementation 10/16/2022	
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	Assig
<i>Initial Assessment:</i>			Sawmills has established a team structure among teachers with specific duties and time for instructional planning	Full Implementation 10/16/2022	
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	Assig
<i>Initial Assessment:</i>			The principal consistently monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The teacher receives immediate feedback from the principal.	Full Implementation 10/16/2022	
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	Assig

Initial Assessment:		The LEA routinely monitors school data and classroom observation data. Currently, a spreadsheet has been created to keep track of teacher observations. A schedule has been provided by the district. Input is requested on professional development needs. The district as well as administration sends staff information on professional development opportunities. Staff can also access PD through NCEES. Administration, Instructional Facilitators, as well as teachers review student and school data on a routine basis to help determine progress or intervention needs through our MTSS framework. EVAAS data is also reviewed by administration to help determine staff needs.	Limited Development 12/10/2019	
How it will look when fully met:		Observations of teachers will be completed according to schedule and noted on the spreadsheet. Emails from the district as well as from administration will indicate professional development opportunities. Staff renewing their license will have enough professional development credits for renewal as required. Students will indicate positive growth from the beginning of the year to the end of the year. Data will be kept on students per grade level in a Google Doc folder. Meetings with administration and teachers will take place bi-weekly to discuss student progress and student needs. Core instruction will be evident by students making growth based on the core plans and SMART goals developed by grade level teams.		Dawn
Actions			2 of 3 (67%)	
	12/10/19	Create a list of teachers renewing their license this year to ensure they have enough credits for renewal.	Complete 01/21/2020	Kelly
<i>Notes:</i>				
	12/10/19	Create spreadsheet to track teacher observations.	Complete 10/01/2019	Dawn
<i>Notes:</i>				
	12/10/19	Review EVAAS data with teachers.		Dawn
<i>Notes:</i>		District support will be utilized to ensure most current reports and trend data are utilized.		
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
Initial Assessment:		Sawmills has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Sawmills has an interviewing team that meets to follow the procedures of hiring new staff.	Full Implementation 10/16/2022	Assign
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
Initial Assessment:		The staff at Sawmills are currently communicating regularly with families about classroom expectations, events, and how parents can support their students.	Limited Development 10/20/2021	
		Priority Score: 2 Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		All families from Sawmills will have a direct line of communication from the school and from their students' teacher. Families and staff will be able to fully implement Talking Points, school website, FaceBook, PTA, school sign, along with phone calls, newsletters, and planners.	Objective Met 08/09/23	Dawn
Actions				

Comprehensive Report

5/25/22	Teachers have been using Talking Points to communicate with parents.	Complete 05/31/2022	Kaitli
<i>Notes:</i>			
Implementation:		08/09/2023	
Evidence	8/9/2023		
Experience	8/9/2023		
Sustainability	8/9/2023		