

Comprehensive Progress Report

Mission:

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| Think/Technology | Pensar/Tecnologia |
| Encourage Responsibility | Incentivar Responsabilidad |
| Achieve | Lograr |
| Collaborate | Colabarar |
| Honesty | Honestidad |

Vision:

What We Believe!
Student Centered, Teacher Directed, Home and Community Supported.

Goals:

Reading proficiency will increase by 3% on EOG test.
 Math proficiency will increase 3% on EOG test.



! = Past Due Objectives KEY = Key Indicator

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| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
| Effective Practice: | | High expectations for all staff and students | | | | |
| | 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 |

Initial Assessment:

We have fully implemented PBIS Tiers 1:

- SOAR Matrix with school wide expectations for all students and staff
- SOAR Matrix is posted in all areas around campus
- SOAR reminders : At the beginning of the year and after long breaks the expectations are taught to students / we have 2 PBIS Spirit weeks during the year / when students are not SOARing they are retaught expectations by classroom teachers
- PBIS Rewards both for individual students and whole class
- PBIS Revisits the data each meeting to focus on areas of weakness in the SOAR matrix
- Review Quarterly with each grade - teachers or entire grade levels
- Class Dojo: communication between Parent and Teachers as well as Parent and Admin. Also so students have their own accounts as well as their parents.
- Discuss and talk about Class Dojo % in PLT's and with each grade level during their VT meetings
- PBIS announcements made throughout the year

We have implemented PBIS 2:

- Students below the % on Dojo are offered a tier 2 intervention - CICO or Mentoring
- Staff and parents can refer students to tier 2 interventions
- CICO: Students check in between 5 - 7 times a day on how they are SOARing / goals at the end of the day are individualized / a note goes home to parents if the student's goal was met that day

Limited Development
08/21/2018

| | Priority Score: 1 | Opportunity Score: 3 | Index Score: 3 | | |
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| How it will look when fully met: | <p>All students and staff know the SOAR expectations. Teachers actively teach and reinforce these expectations daily. Students are rewarded and given consequences.</p> <p>Evidence:</p> <ul style="list-style-type: none"> This indicator will be monitored with the PBIS team along with SIT. PBIS evaluation from Brittany Wilson as evidence for this goal. Students who are on Tier II and Tier III have been addressed by admin Eagles Nest - Check In and Check Out Some students who are a consistent discipline problem have meet with admin and have been placed on a Behavior Chart. | | Objective Met 09/17/19 | Dale Draughn | 05/24/2019 |
| Actions | | | | | |
| | 10/16/18 | PBIS Rewards & Consequences | Complete 05/24/2019 | Abby Salas | 05/24/2019 |
| | <i>Notes:</i> | | | | |
| | 10/16/18 | SOAR Expectations Taught and Reinforced | Complete 05/24/2019 | Cody Hemric | 05/24/2019 |
| | <i>Notes:</i> | | | | |
| | 9/17/19 | PBIS Meetings | Complete 05/24/2019 | Abby Salas | 05/24/2019 |
| | <i>Notes:</i> | | | | |
| Implementation: | | | 09/17/2019 | | |
| Evidence | 9/17/2019 | | | | |
| Experience | 9/17/2019 | | | | |
| Sustainability | 9/17/2019 | | | | |
| 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 |
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| <p><i>Initial Assessment:</i></p> | | | <p>In years past we have collected data through mClass, quarterly assessments, and NC Check Ins to drive student groups. Teachers used this data to develop small group instruction and have discussed during grade level meetings. This year we will be using iReady to collect data for Reading and Math school wide three times a year. This data will be used along with mClass, quarterly assessments, and NC Check Ins to develop small groups and teir 2 groups.</p> <p>Currently classroom teachers offer differentiation in their rooms and we have two title 1 reading specialist.</p> <p>We will continue to meet in grade level PLTs. This year we will be meeting in vertical teams within WY but also in joint meetings with JES.</p> <p>As a staff we will be continuing our own professional growth by completing school, district and state level PD throughout the year.</p> | <p>Limited Development 08/21/2018</p> | | |

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| <p>How it will look when fully met:</p> | <p>When this objective is fully met there will be a system in place that looks at data to differentiate instruction for all students. This will be an on going process that requires all staff to provide tiered instruction.</p> <p>Data collection is key to drive student groups. Data will be collected from a variety of sources so that decisions for individual student are made with the 'whole' student in mind. Classroom teachers will use this data to develop small groups for daily instruction in their classroom. Data teams (PLTs, SWAT, Title 1 Reading, ESL, EC) will use the information to determine the need for tier 2 and 3 interventions.</p> <p>Professional development will be completed by all staff to have resources available to meet students where they are academically. These strategies will help students grow to meet proficiency on current grade level standards.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Improving the Core: 11 teachers attending Math Foundations, 4 teachers attending Reading Research to Practice, K-6 teachers and support staff completing Gradual Release of Responsibility PD, PLT discussions on tier 1 interventions, Vertical team meetings between WY & JES staff Data driven instruction: Collect data from mClass, benchmarks, quarterly assessments, NC Check Ins and iReady to form small groups in IE and regular instruction Classroom Walk-throughs: Admin team will collect data during walk-throughs to determine additional PD for staff on GRR | | Shelley Todd | 05/31/2019 |
| Actions | | 4 of 5 (80%) | | |
| 10/2/18 | 11 Teachers will attend Math Foundations PD. | Complete 12/03/2018 | Cody Hemric | 11/30/2018 |
| | <i>Notes:</i> These teachers will attend 5 days of training. | | | |
| 10/2/18 | 4 Teachers will be attending Reading Research to Classroom Practice PD | Complete 03/29/2019 | Abby Salas | 03/29/2019 |
| | <i>Notes:</i> Teachers will attend 5 days of training. | | | |
| 10/3/18 | Gradual Release of Responsibility | | Sharon Beauchamp | 05/31/2019 |
| | <i>Notes:</i> As a school we will be focusing on Gradual Release of Responsibility to improve core instruction. Classroom walk-throughs and data discussions will help provide tier 1 interventions in the classroom. Staff will complete PD on the Gradual Release of Responsibility to make sure the core is the same across all grade levels. | | | |

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| 10/2/18 | Vertical Teams between WY and JES. | Complete 05/24/2019 | Sharon Beauchamp | 05/31/2019 |
| <i>Notes:</i> Quarterly teachers from WY and JES meet to unpack standards and collaborate on content areas (K-3 ELA, 4-6 ELA & 4-6 Math). | | | | |
| 10/2/18 | iReady Instruction & Data Collection | Complete 05/24/2019 | Abby Salas | 05/31/2019 |
| <i>Notes:</i> Students should complete 30-45 minutes weekly on both math and reading instruction. Diagnostic test will gather data to drive small group work during IE and regular instructional time. | | | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Strategic planning, mission, and vision |
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| 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 | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | We have Leadership Teams that consist of the School Improvement Team (SIT) and our PBIS Team. | Full Implementation 08/21/2018 | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | | Monitoring instruction in school | | | |
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| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Through out the school year administration will complete walk-throughs which will provide instant feedback to staff via email. The walk-through form collects data on instructional components that will guide work during PLTs, Vertical teams, and PD offered to staff.</p> <p>Walk-through form contains the following portions:</p> <ul style="list-style-type: none"> • Time of Day / Part of Lesson / Subject being taught • Standards posted / Standards stated / Activities aligned to Standards • What is the teacher doing / What are the students doing • How are the students grouped • Level of Blooms • Technology being used / Where on the SMAR model • Gradual Release of Responsibility | Limited Development 08/21/2018 | | |
| | | Priority Score: 2 Opportunity Score: 3 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | <p>When this objective is fully met the school wide expectation will be for administration to complete walk-throughs weekly to:</p> <ul style="list-style-type: none"> • provide immediate feedback to teachers on their instruction • have data to drive PD for staff • reinforce good practice <p>The walk-throughs will be completed by administration, instructional coach, and district level personal to get data from different lenses to ensure that good practice is happening in classrooms. Data collected will be reviewed by the administrative team monthly to guide PLT work and any PD needed for staff.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Walk-through form • Data from walk-throughs • PD disruption from data • PLT notes | Objective Met 08/20/19 | Abby Salas | 05/31/2019 |
| Actions | | | | | |
| | 10/3/18 | Create classroom walk-through form | Complete 09/03/2018 | Cody Hemric | 09/03/2018 |

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| <i>Notes:</i> Google form created with components from instructional frame work that sends staff an email once form is submitted. | | | | |
| 10/3/18 | Complete Walk-Throughs | Complete 05/24/2019 | Cody Hemric | 05/31/2019 |
| <i>Notes:</i> Goal is for administration to complete 10-15 walk-throughs a week. | | | | |
| 10/3/18 | Discussion on Walk-through Data | Complete 05/31/2019 | Abby Salas | 05/31/2019 |
| <i>Notes:</i> Each month administration will review walk-through data to drive conversations during PLTs and PD offered to staff. | | | | |
| Implementation: | | 08/20/2019 | | |
| Evidence | 8/20/2019 | | | |
| Experience | 8/20/2019 | | | |
| Sustainability | 8/20/2019 | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
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| 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 |
| Initial Assessment: | | | <p>The following data is reviewed by the leadership team to drive PLTs, vertical PLTs:</p> <ul style="list-style-type: none"> • iReady Data: Diagnostic / Weekly usage - to help develop tier 1 and 2 instructional interventions during PLTs • mClass: Benchmark Data - to help develop tier 1 and 2 instructional interventions during PLTs • NC Check Ins & Benchmarks - to help develop tier 1 and 2 instructional interventions during PLTs • EOG Data tier 1 to help determine class list and used for SWAT • K-2 Math Assessment - to help develop tier 1 and 2 instructional interventions during PLTs • EVAAS - used by PLTs to determine small group work during IE • Classroom Walk-Through Data - discussed with staff in faculty meetings and PLTs • Class Dojo - to help develop tier 1 and 2 behavioral interventions school wide | Limited Development 08/21/2018 | | |
| How it will look when fully met: | | | <p>Data collected from walk-throughs, and instructional data sources to drive professional development for staff. Leadership team will look at data sources monthly and develop monthly PD plans for staff, this plan will include work to be completed during PLTs, vertical PLTs, school wide PD, and district PD.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Walk-through data • Student achievement data • PD calendar • PLT - minutes / sign - in sheets • School wide PD - PowerPoint used / sign-in sheets • DLC Plan Implementation | | Sharon Beauchamp | 05/31/2019 |
| Actions | | | | 3 of 4 (75%) | | |
| | 10/16/18 | Create Classroom Walk-Through Form for Data collection | | Complete 09/03/2018 | Sharon Beauchamp | 09/03/2018 |

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| 10/16/18 | Review Student Data to Drive School PLTs & PD | Complete 05/24/2019 | Sharon Beauchamp | 05/24/2019 |
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| 10/16/18 | PLTs & Vertical Teams | Complete 05/24/2019 | Sharon Beauchamp | 05/24/2019 |
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| 10/16/18 | Data PLT Meeting with Instructional Support Staff | | Sharon Beauchamp | 05/24/2019 |
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| Core Function: | | | Dimension E - Families and Community | | | |
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| 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 |
| Initial Assessment: | | | <p>Staff communicates frequently with parents but will increase our communication of curriculum with them as well.</p> <ul style="list-style-type: none"> -Class Dojo -School Website -Facebook/Twitter -PTO - Fall Festival, Eaglefest, Bingo Night, three yearly meetings -Pep Rally -Open House, Read to Achieve Meeting, Parent Conferences | Limited Development 08/21/2018 | | |
| How it will look when fully met: | | | <p>Goal is to have 95% of students linked to Class Dojo. We send out weekly phone messages and have PTO nights 3 times a year.</p> <p>Data from Class Dojo and information shared with students will be uploaded as evidence for this goal.</p> <p>All students have someone attend parent conferences in person or by phone. Document attempts to reach parents.</p> <p>Early communication to parents for all school related issues.</p> <p>Up-to-Date school and teacher websites</p> | | Heather Sheppard | 05/31/2019 |
| Actions | | | | 3 of 4 (75%) | | |
| | 10/16/18 | | Parent Letters sent for PBIS and all necessary communications. | | Heather Sheppard | 05/31/2019 |
| | | | <i>Notes:</i> As needed. | | | |
| | 10/16/18 | | Sign Sheets for all PTO meetings, Parent Conferences, and all school meetings. | Complete 05/31/2019 | Laura Adams | 05/31/2019 |
| | | | <i>Notes:</i> | | | |
| | 10/16/18 | | Connect-Ed phone messages for all school events and parent meetings. | Complete 05/31/2019 | Cody Hemric | 05/31/2019 |

Notes:

10/16/18 Websites maintained, Class Dojo messages, and parent phone calls.

Complete 05/31/2019

Abby Salas

05/31/2019

Notes: