

## Comprehensive Progress Report

**Mission:** Our mission is to create a learning organization that sets increasingly high expectations for students, utilizes best classroom and instructional practices, and designs personalized learning opportunities to meet the needs of all students and ensure all students reach their fullest potential.

**Vision:** Engage, Challenge, and Inspire Successful Leaders

**Goals:**

By June 2019, 100% of our at risk students (Tier II, Tier III, EC, and ESL) will demonstrate growth in math according to formative and summative assessments. Action Steps: Utilize Tiered Instructional System which provides all students with core, supplemental, and/or intensive interventions in math Utilize iReady diagnostic reports to drive instruction Research-based interventions in math that aligned with student specific needs Embed SIOP Strategies/Protocol with current instructional delivery practices Core Instruction: Personalized Learning using standard-driven Pathways/Station Rotation Student ownership of content standards by signing poster when standard is mastered Using hands-on manipulatives Interactive Notebooks Digital Portfolios (Seesaw) Student, Teacher, School Data Walls and Notebooks Building Academic Content Word Walls and anchor charts Implement the Instructional Core Framework Flipped lessons through Nearpod, Screencastify, etc.

By June 2019, 100% of Tier II and Tier III students will demonstrate growth in social and emotional development according to their individual support plan. Action Steps: School Character Education Themes Classroom Guidance Schedule School-wide PBIS Management System Individual, Classroom, and School-wide Rewards Utilize counselor and behavior support specialist during MTSS meeting Use of KEA and NC Formative Assessment Process to identify students with social emotional needs Conduct Ages and Stages Inventory to identify at-risk Kinders Utilize Sanford Harmony strategies and resources within all K-5 classrooms Utilize additional student enrichment schedule to support social and emotional learning

By June 2019 K-2 students will increase reading proficiency to 61% as measured by mClass TRC and 3-5 students will increase reading proficiency from 75 % as measured by EOG data. Action Steps: Balanced Literacy model Letterland (K-2) Differentiated Groups during ELA Core and Intervention Reading and Writing conferences Instructional Core Framework Visual Instructional Supports Depth of Knowledge (DOK) Questions Data Walls & Notebooks Digital Portfolio (SeeSaw) Reading Pathways Tiered Instructional System and NCCS Problem Solving Model Kansas Strategies for Vocabulary (4th-5th) Writing Rubrics Embed SIOP Strategies/Protocol with current delivery practices



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	We have our school-wide expectations posted throughout the school specific to the area in which it is posted. Each teacher has his/her classroom expectations posted. The PBIS team has created lesson plans for teachers to use in the implementation of our school expectations. An interactive clip chart is used in each classroom to provide instant accountability for all behaviors. Owl bucks are an incentive used to reinforce positive behavior. Our guidance counselor provides character education lessons to promote stronger character traits. We utilize RtI/MTSS process to identify students who need additional level of support with academic and behavior	Full Implementation 09/14/2017		
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>				
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			We have developed reading and math pacing and instructional guides. Grade level pathways have been created in math to begin the school year.	Limited Development 09/02/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>			All teachers will have blended learning math pathways and they will be utilized in the classroom. All lesson plans will be aligned with state Common Core Standards and instructional guides will be utilized.	<b>Objective Met 09/14/17</b>	<b>Cayley Berry</b>	<b>06/09/2017</b>
<b>Actions</b>						
		9/14/17	Teachers met with PLC's and discussed the standards alignments with grade level teams.	Complete 06/09/2017	Cayley Berry	06/09/2017
<i>Notes:</i>						
<b>Implementation:</b>				09/14/2017		
<b>Evidence</b>		9/14/2017				
<b>Experience</b>		9/14/2017				
<b>Sustainability</b>		9/14/2017				

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>		Prior to this school year we have implemented the RtI and PBIS models within our school.	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>		Our grade levels will create a Core Instructional Plan for Reading, Math, Writing, and Behavior. We will utilize research-based strategies to deliver instruction and meet the needs of students. The principal and coaches will provide consistent feedback on lesson plans and learning walks. Teacher utilize feedback from support team to enhance teaching and learning in the classroom. Teachers will utilize 45 minute intervention block to intervene for student based on ongoing assessments. All teachers will use the data from universal screener and a variety of data to identify students who need additional level of support. Our school schedule will be designed to allow for data chats specific to students who are in the RtI/MTSS progress. All grade level teachers participate in data meetings twice a month and develop individual student plans. Principal, Instructional Coach, and Counselor will be standing members of the team. As a result, all students demonstrate significant academic and behavior growth.		Mischele Glover	01/31/2019
<b>Actions</b>			<b>8 of 10 (80%)</b>		
	9/2/16	Create schedule for RtI/MTSS <i>Notes:</i> All teachers will meet twice a month during their enrichment block.	Complete 08/21/2017	Yakisha Clemons	08/21/2017
	9/2/16	All staff will participate in Instructional CORE staff development during the school year. <i>Notes:</i> Focus for this year is differentiation, enrichment, and acceleration.	Complete 05/23/2018	Angie Sigmon	06/07/2019
	9/2/16	Ongoing communication about the RtI/MTSS process <i>Notes:</i> Provide updates monthly	Complete 06/08/2018	Laura Hopson	06/08/2018
	9/2/16	Grade level teams complete Tier I - Core Instructional Plans for Reading, Math, and Behavior <i>Notes:</i>	Complete 01/03/2018	Angie Sigmon	01/03/2018
	9/14/17	Create schedule to utilize teacher assistants during the core instruction (K-2) and intervention block (3-5) <i>Notes:</i>	Complete 08/21/2017	Yakisha Clemons	08/21/2017

10/4/17	Create and use learning walk schedule to assist with strengthening the Core and to ensure teachers are using research-based strategies to deliver instruction.	Complete 11/29/2017	Kalie Caldwell	06/07/2018
<i>Notes:</i> Learning walk schedule and lesson plan feedback schedule is being created through B3.03 indicator.				
10/4/17	Define the role and purpose of Owl Core Support to differentiate between Core Support and Rtl Interventions	Complete 10/06/2017	Angie Sigmon	06/01/2018
<i>Notes:</i>				
10/25/17	2nd-5th grade teachers will create and implement reading pathways.	Complete 03/28/2018	Kalie Caldwell	06/07/2018
<i>Notes:</i>				
9/16/18	Training - NCCS Problem Solving Process		Mischele Glover	06/09/2019
<i>Notes:</i> Team Chairs will be trained once per month and will train the rest of the team.				
9/16/18	Utilize universal screeners for reading, math, and behavior (K-5)		Amber Humphrey	06/10/2019
<i>Notes:</i> Use universal screeners (iReady and mClass for reading, iReady for math, and behavior survey for SEL)				

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	Target Date
<i>Initial Assessment:</i>	We have PBIS in place with our matrix posted throughout the building with reward parties are given every nine weeks. Shuford has a school-wide positive behavior management system. This means that students have the opportunities to correct inappropriate behaviors and are consistently rewarded with appropriate behaviors.	Limited Development 09/02/2016			
<i>How it will look when fully met:</i>	Classroom teachers will implement the PBIS expectations throughout the school. Students will be rewarded for positive behaviors through a variety of ways (Owl Bucks, Stars, etc.). Teachers will hold weekly class meetings to discuss things happening in the classroom, both positive and negative and discuss ways to turn negative behaviors into positive behaviors. The guidance counselor will continue to support the teachers in working with students to show them ways to handle situations using positive emotions rather than negative emotions. When students display negative emotions teachers will take time to speak with students one-on-one to help them find the cause of the emotional breakdown they are expressing. The guidance counselor will also conduct guidance lessons to reinforce social and emotional skills appropriate to the particular grade level. Training and implementation of resources and strategies that focus on building social and emotional skills will be employed by all staff. We will have clear processes for referring students to guidance and RtI/MTSS team. Our crisis team will be trained with de-escalation strategies that are shared with all staff. The counselor conducts small groups to provide behavior support based and monitors student within the small group. Our counselor works closely with classroom teacher and behavior specialist to identify students who should be referred to the behavior specialists. As a result, we will have happy students. Our attendance rate will increase and we will have fewer office referrals and less reports of bullying.		Yakisha Clemons	06/14/2019	
<b>Actions</b>			<b>5 of 8 (62%)</b>		
9/2/16	Counselor will conduct monthly guidance lessons for all K-5 students <i>Notes:</i> If there is more need, teachers can request additional lessons.	Complete 06/08/2018	Ashley Price	06/08/2018	
9/2/16	Create a digital referral system to track minor and major behaviors <i>Notes:</i> Will utilize data at monthly PBIS meetings and staff meetings	Complete 08/31/2017	Yakisha Clemons	08/31/2017	
9/2/16	Buddy benches have been added to both playgrounds where students can sit so peers can identify when a classmate needs a playmate. <i>Notes:</i>	Complete 06/09/2017	Mischele Glover	06/09/2017	

9/14/17	Provide overview and refresher of PBIS at Opening Staff Meeting	Complete 08/21/2017	Laura Hopson	08/21/2017
	<i>Notes:</i>			
10/4/17	Team will be trained in CPI techniques and de-escalation strategies to better support student needs	Complete 11/01/2017	Yakisha Clemons	11/01/2017
	<i>Notes:</i>			
10/4/17	Create referral system for teachers to recommend students to counselor's social groups.		Celeste McCauley	10/30/2018
	<i>Notes:</i> This was an ongoing goal but due to transition of two counselors, this will be a priority for the counseling program during the 2018-2019			
9/16/18	All staff trained on the Sanford Harmony SEL Program		Celeste McCauley	10/30/2019
	<i>Notes:</i>			
9/16/18	Create enrichment program and lesson plans using Sanford Harmony resources		Celeste McCauley	06/10/2019
	<i>Notes:</i>			

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
<i>Initial Assessment:</i>		We currently participate in vertical planning. 5th grade participates in transitioning to middle school by going on a tour of the middle school and scheduling visits from special area (band, etc.) teachers. Head Start has come to tour the school and view the Kindergarten classrooms. New Kindergarten students participate in Kindergarten screening where they are assessed for readiness for school. Kindergarten classes also implement staggered entry to help new students become acclimated to a new school setting. We also have open house where students and parents can meet new teachers and learn about the upcoming year. Third grade has a RtA parent night to explain the expectations. We also hold curriculum nights to explain to parents what students will be learning throughout the year. All staff work with new students that come in throughout the year to ease the transition to a new school.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>		Teachers will continue to implement the PBIS expectations throughout the school by rewarding positive behaviors with OWL Bucks and reward parties each nine weeks. Teachers will hold weekly class meetings to discuss things happening in the classroom, both good and bad, to discuss ways to turn negative behaviors into positive behaviors. The guidance counselor will continue to support the teachers in working with students to show them ways to handle situations using positive emotions rather than negative emotions. When students display negative emotions teachers will take time to speak with students one-on-one to help them find the cause of the emotional breakdown they are expressing. Teachers will continue to participate in vertical planning to aid in guiding their instruction. Teachers will also continue to participate in all activities to aid in the transition of students from grade-to-grade and school-to-school. Surveys will be provided to assess the effectiveness of transitions.		Yakisha Clemons	01/31/2019
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/4/17	Create opportunities for vertical planning at least twice a year.		Yakisha Clemons	06/13/2019
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>		NCCS has an executive leadership team which includes superintendent and all directors. This team utilizes district wide representation to develop and monitor strategic plan. Directors are assigned to each school to support principals and school level teams to develop school improvement plans that are aligned with the strategic plan. Strategic plans, including district data is reviewed during ELT, district level meetings, and principal's meetings.	Full Implementation 09/16/2018		
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The principal and school leadership team meets at a minimum two times per month to assess and monitor key practices that are aligned with school goals. The school leadership team consists of representatives of each grade level, classified staff, support staff, parents, and administration. This team meets monthly to discuss school wide issues and review selected indicators that the school has identified as areas of need. The subcommittee (NCSTAR team) also meets once per month to create actions that need to be created in order to demonstrate evidence of completion. Admin meets once per week to ensure that structures and plans are in place to ensure that school is focused on selected goals and indicators.	Full Implementation 09/16/2018		

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers participate in weekly PLCs that focus on instruction (teacher and learning) and school testing data. Our school-wide schedule allows for a 45 minute common planning daily and and additional planning two times per month. Specific grade level planning days allow teachers to plan daily instructional lessons.(Including NT3)	Full Implementation 09/16/2018		

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	Assigned To	Target Date
<i>Initial Assessment:</i>		Throughout the year, Mrs. Clemons will continue to follow the schedule and provide feedback on lesson plans.	Limited Development 09/02/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The Principal does all formal observations according to the district schedule. Formal feedback is provided to teachers in a timely manner. Teachers turn in lesson plans weekly. Feedback will be provided to teachers in order to address questions, concerns, accomplishments. Informal walk throughs are conducted on a regular basis.	<b>Objective Met 12/01/17</b>	<b>Yakisha Clemons</b>	<b>06/01/2018</b>
<b>Actions</b>					
	8/30/17	Create a walkthrough form for all certified staff	Complete 09/21/2017	Emily Saucedo	09/30/2017
		<i>Notes:</i> Our school adopted the district learning walk form to provide feedback to teachers.			
	10/4/17	Principal creates a formal observation schedule to complete formal observations in a timely manner.	Complete 09/13/2017	Yakisha Clemons	09/13/2017
		<i>Notes:</i>			
	10/25/17	Create a schedule to look at lesson plans monthly. *Comment on the grade level's lesson plans.	Complete 10/25/2017	Yakisha Clemons	12/20/2017
		<i>Notes:</i> The schedule will be communicated to staff.			
<b>Implementation:</b>			12/01/2017		
<b>Evidence</b>		12/1/2017			
<b>Experience</b>		12/1/2017 Our indicator team created a schedule for giving feedback on lesson plans. Mrs. Clemons has begun following the schedule and providing feedback.			
<b>Sustainability</b>		12/1/2017 Mrs. Clemons will need to continue to follow the schedule and provide feedback on lesson plans.			

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	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school analyzes data at the school level to focus on areas that needed for school wide improvement to meet adequate yearly progress. At the classroom level, we focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.</p> <p>Post data in classroom data wall and in hallways</p> <p>In PLC's we dive into data to find resources to meet the needs of our students.</p> <p>Student Data Notebooks and goal setting</p> <p>PLC walk through of other faculty</p> <p>Utilize S3 data</p> <p>Complete S3 protocol</p>	Full Implementation 09/16/2018		

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

**Initial Assessment:**

We communicate regularly through a variety of media resources in order to be transparent with what is going on in our building to further engage parents in their student's education.

We meet face-to-face at the Open House, parent/teacher conferences, Bloomz, and weekly folders.

Each grade level shares a monthly newsletter that identify units of study for the month. Shuford provides a Blended Learning family night for reading and math. These are nights that provide learning opportunities for parents to learn the curriculum and ways to help their child at home. We also provide a Curriculum Night where parents are invited to learn about the expectations for the year and how we can be partners in their child's education. A monthly school-wide newsletter is also sent home

Parent conferences , Bloomz, Weekly updates (principal phone call) , Monthly newsletters, Student agendas, Open House, Math and reading nights, Curriculum Night, Blended Learning Showcase , Title I Meetings, PTO meetings, Marquee, Tuesday folder/work samples sent home , Online subscriptions to curriculum resources they can access at home. (Seesaw, IXL, IKnowIt, SplashMath, RazKids, Epic, NoRedInk, Freckle, etc.)

Full Implementation  
09/16/2018