

Comprehensive Progress Report

Mission: We believe our focus must be on student learning. Reflective students and staff are vital to our purpose of developing lifelong learners. The Goal of our school is for each student to achieve their highest potential.

We believe our focus must be on student learning. Reflective students and staff are vital to our purpose of developing lifelong learners. The goal of our school is for each student to reach their highest level of achievement.

Vision: "Today's Learners, Tomorrow's Leaders"

Goals:

Marshville students will grow from 54% to at least 70% in the area of self efficacy as shown on the EOY panorama survey.

Third grade students will grow in their proficiency from 10% on the BOG to at least 50% on the Reading EOG.

Marshville Elementary students will increase Math proficiency from 17% to at least 40% as evidenced by IStation data.

School discipline referrals will decrease by at least 25% as shown by Powerschool discipline referral data.

Marshville Elementary students will increase Reading proficiency from 21% to at least 50%.



! = Past Due Objectives

KEY = Key Indicator

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
Initial Assessment:			MTSS is in place and the three tiers of instruction and support have been defined. Teachers meet weekly with MTSS Coordinator to discuss individual students as well as assessment data. Additional work is needed to ensure that each student's individual needs are being met and that interventions are being provided along with data collection.	Limited Development 02/24/2017		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Marshville Elementary will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. This planning and direction will by set by updating our MTSS Layers of Support Visual that outlines the supports provided for students in each academic tier. Student need for instruction will be based on the Universal screener and associated assessments. Additional data will be used to guide the instructional design for students in tiers II and III (iStation Diagnostics-intervention screener report, Core Phonics Survey Diagnostic, iStation Progress, Lexia Core5 Diagnostic). Small group and individual instruction will be designed based on the information gathered from these tools.	Objective Met 11/12/20	Crystle Welsh	03/19/2021
Actions						
	10/29/19	A leadership team is established that includes cross disciplinary representation and is responsible for facilitating MTSS implementation.		Complete 09/18/2019	Janna Licata	09/18/2019
Notes:						
	10/7/19	MVES Layers of Support Document will be revised to reflect current tiers of academic support.		Complete 01/15/2020	Crystle Welsh	01/17/2020
Notes:						

10/29/19	Hold regular MTSS meetings throughout the school year to discuss implementation, resources, data based problem solving at each tier and professional development.	Complete 10/28/2020	Crystle Welsh	05/28/2021
<i>Notes:</i>				
10/7/19	Every grade level will create a Core Plan in Reading and Math by utilizing universal screening data to drive decisions and address individual and grade level needs.	Complete 10/28/2020	Crystle Welsh	05/28/2021
<i>Notes:</i>				
10/29/19	The master schedule provides adequate time for multiple tiers of evidence based instruction and intervention to occur. (Core, Supplemental and Intensive) It will also allow us to monitor implementation and interventions with fidelity.	Complete 10/28/2020	Tabitha Miller	06/01/2021
<i>Notes:</i>				
Implementation:		11/12/2020		
Evidence	11/12/2020 PLC agendas(grade levels), professional development presentations (welsh), and data in RTI stored show this Objective has been fully met and is effectively implemented.			
Experience	11/12/2020 Core plans are in place in math, reading and 5th science. Progress is monitored and reviewed through PLCs. Teachers are working to determine intervention plans for specific students.			
Sustainability	11/12/2020 Continue to support teachers as they look at students who may need additional support. Provide time in the master schedule for focused intervention time. Provide professional development to assist teachers in best practices when giving intervention and progress monitoring.			

	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
Initial Assessment:			Marshville Elementary has implemented a PBIS system this year. Students work towards individual and class goals. School-wide PBIS expectations are posted throughout the building. Students are taught the protocols for behavior through classroom lessons at the beginning of the year. Students are reminded of expectations daily on the morning announcements. Marshville Elementary took a team to PBIS training during the beginning of the year professional development days.	Limited Development 02/24/2017		
How it will look when fully met:			Students will be able to express their emotions in an appropriate manner. Students will be able to utilize strategies taught through using the Cool Down Corner, self manage their emotions and behavior will be communicated daily to parents/guardians. Teachers will consistently utilize the Behavior Protocol and Strategy Corner in their planning room. Additionally, students will be placed in tier system of support (example: movement room and check in check out).		Tabitha Miller	12/21/2020
Actions				4 of 7 (57%)		
	10/16/19	Pilot Ready Body Strategies in 2-4 classrooms to give students scheduled active brain breaks.		Complete 01/29/2020	Kosal Chea	01/06/2020
<i>Notes:</i>						
	10/16/19	Cool Down Zone- each classroom will have a cool down zone in their room and students will be taught strategies to calm down when they are angry, frustrated, or just need a break.		Complete 11/11/2019	Lisa Baucom	06/01/2020
<i>Notes:</i>						
	10/16/19	Implement school-wide behavior protocol in a flowchart to systematically move students through Tier 1, 2 and 3 and is understood by the entire school community.			Crystle Welsh	11/30/2020
<i>Notes:</i>						
	10/16/19	Every classroom has a Daily Behavior Progress Tracker System . Students reflect on their behavior and progress and set goals, and student behavior is communicated daily to parents.		Complete 01/15/2021	Tabitha Miller	01/15/2021
<i>Notes:</i>						
	10/16/19	Create an MTSS Strategy Center in Planning Room to track students who need extra support in Tiers 2 and 3.		Complete 09/04/2020	Angela Foster	01/15/2021

Notes: Tracking through Istation data. Visible triangles and individual student boards						
11/18/20	Students complete the Panorama survey at least twice a year to determine current student needs.			Crystle Welsh	01/15/2021	
Notes: Fall Panorama survey was conducted. Student will assess again mid-year by county assessment or school replicated assessment.						
11/18/20	Student support team will develop a student support program based on the Panorama Survey.			Crystle Welsh	01/15/2021	
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	Assigned To	Target Date
Initial Assessment:			EC Transition Meetings EOY 5th grade visit to EUMS, EUMS visit to MVES Kindergarten Open House, Interest Meetings DLI Interest Meetings	Limited Development 10/16/2019		
How it will look when fully met:			*New Students - Protocol checklist (office, custodians, teachers), welcome bag, student ambassador to give tour and review expectations *Transistion to elementary school - Kindergarten open house, stagger entry days, Pre-K class to visit Kindergarten (walk up day), incoming survey about previous schooling, EC transition meetings *Grade level to grade level - Walk up Day, End of year transition cards, close gaps between grade levels *Transition to Middle School - EC transition meetings, 5th grade visit EUMS and EUMS visits 5th graders, AVID binders, class switching in 5th grade, study plans and guides.		Stephanie Sims	06/01/2021
Actions				1 of 4 (25%)		
10/16/19	Update the End of the Year class placement cards (see notes vs. helpful hints, update data). Change the notes to helpful hints (keep it positive).		Complete 02/19/2020	Kosal Chea	03/31/2020	
Notes: See notes vs. helpful hints, update data.						

10/16/19			Vertical team meetings will take place to Identify gaps and "big rocks" that need to be prioritized to best prepare students for the next grade level. The most noted gaps exist between 2nd and 3rd, and 4th and 5th and DLI.		Cynthia Barrier	06/01/2021
Notes:						
10/16/19			Create a new Student protocol checklist for all involved staff members to check off to ensure a smooth transition for new students coming in mid-year (access to online programs, assigned seat, cubby, etc.). This includes a welcome to MVES Bag for the student with information about our school and clubs.		Cyndi Barrier or Stephanie Sims	06/01/2021
Notes:			Welcome to MVES bag.			
10/16/19			Implement a walk up day when students visit a class in the next grade to see what they will be doing next year. This will include helping to transition our 5th graders by encouraging participation in the Rising 6th grader summer camp at East Union Middle School.		Cyndi Barrier and Stephanie Sims	06/01/2021
Notes:			Students will walk up to see their next year classrooms and review expectations for the upcoming year.			
		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Marshville Elementary has established a social and emotional committee as well as a student support team to help meet the needs of students.	Limited Development 08/27/2020		
How it will look when fully met:			Students have the opportunity to seek help and support through the school counselor, mental health therapist, social worker, and Positive Behavior Support System (PBIS) program. Marshville Elementary school implements PBIS and has developed an anti-bullying framework for support in addition to Red Ribbon week activities, They have an opportunity to participate in individual and group sessions as needed, as well as anti- bullying and safe schools activities. Students are made aware of support and ways of reporting needs and concerns to staff members. Data will be tracked through Educators Handbook and teacher reports.		Tabitha Miller	05/28/2021
Actions				0 of 2 (0%)		
8/27/20			Social and emotional committee and student support team will develop and implement plans and protocols for student support. PBIS incentives will support students' success.		Tabitha Miller	05/28/2021

Notes:

8/27/20 Increase in PBIS incentives and decrease in educator handbook office referrals

Tabitha Miller

05/28/2021

Notes:

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
Initial Assessment:			The MTSS Team meets monthly to look analyze school performance data. In addition, grade levels hold regular MTSS and data meetings to adjust instructional practices in response to formative and summative data by grade level and current student outcomes. Professional Development is adjusted to support these areas of need. The site based team meets at least four times a year. The PBIS team meets to analyze behavior and attendance reports/referrals and make changes to practices school wide to reduce discipline referrals and increase attendance school wide.	Limited Development 10/16/2019		
How it will look when fully met:			Student performance data is disaggregated by subgroup (race, ethnicity, gender, SWD, EL, etc.). Classroom walkthroughs are also designed to gather data on professional practice across the faculty. Student performance data and walkthrough data is used to make generalizations about current practice and then review research, share and test new practices, and help teachers integrate better practice in their classrooms to meet the needs of the students. Grade level teams will also have a weekly dedicated PLC day to review and analyze data. This process will guide and inform teachers and the leadership team to make strategic plans for interventions and extensions for students.		Crystle Welsh	01/15/2021
Actions				2 of 5 (40%)		
11/18/20			Grade levels will utilize formative and summative assessment data to formulate and plan for instruction and intervention groups.		Jamie Hunt	01/15/2021
Notes:						

11/18/20	Teachers will utilize Aggressive Monitoring to check for understanding, look at student needs, and plan for instruction.		Jamie Hunt	01/15/2021
<i>Notes:</i>				
10/16/19	The Site Base Core Team will look at monthly data for all grade levels (unit assessments, iStation, NCCheck-ins, attendance, behavior)		Crystle Welsh	01/20/2021
<i>Notes:</i>				
10/16/19	Develop and implement a K-2 data tracker.	Complete 11/10/2020	Crystle Welsh	06/01/2021
<i>Notes:</i>				
10/16/19	Administrative team and MTSS Coordinator will increase opportunities for grade level teams to analyze formative assessment data to improve student mastery of concepts.	Complete 11/10/2020	Crystle Welsh	06/01/2021
<i>Notes:</i>				

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	Assigned To	Target Date
<i>Initial Assessment:</i>			UCPS has established a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff. Teachers of high priority schools receive a \$1500 local supplement for working in a Title I school and having ratings of Proficient on all standards on the summative evaluation tool. Recruitment remains a challenge due to the geographic location of our school. Marshville Elementary participates in the UCPS job fair.	Limited Development 02/15/2017		

<p>How it will look when fully met:</p>	<p>LEA response: It is the policy of the Union County Public Schools Board of Education to provide all applicants for employment with equal employment opportunities, evaluating each on their merits and qualifications for positions. A continuous system of recruitment and selection of personnel is maintained in order to assure competent candidates for employment. The Board recognizes the educational and professional advantages of diversity in the composition of the professional staff and is committed to a recruitment and employment program that reflects the diversity of Union County. Two job fairs are conducted each year. Current employees are provided with professional development, an annual evaluation, compensation, promotion opportunities and other attributes of employment. Satisfactory performance is considered the minimum acceptable standard of performance for teachers, administrators, and classified employees. Partnership have been established with Wingate University and UNC Charlotte in the areas of college students as tutors in our classrooms, new teacher support, second career teachers in a Master's program, and field experiences for pre-service teachers. LIMITED How it will look when fully met: A pipeline has been established to route candidates from local universities to Union County Public Schools, particularly in high needs areas. Teachers for Title I and High Priority schools will be selected using the Haberman interview processed based on his book, Star Teachers: Serving Children in Poverty.</p> <p>Administrators will motivate and inspire teachers by giving constructive feedback on a regular basis. We will all implement staff activities in order to create a positive social and emotional school atmosphere. We want a school where staff members feel supported, safe, and appreciated. We want to be a team that understands and appreciates the different roles each member plays in our school, knowing that we share a collective effort to make this a great place for everyone to learn and work.</p>		<p>Alison Rushing</p>	<p>06/01/2021</p>
<p>Actions</p>		<p>5 of 6 (83%)</p>		
<p>10/16/19</p>	<p>Create a survey to send out to staff members to collect ideas for how to strengthen our school culture. An end of the year survey will also be sent to staff to collect feedback and assess our progress.</p>	<p>Complete 11/16/2019</p>	<p>Margarete Long</p>	<p>03/31/2020</p>
	<p>Notes: Notes: Survey will include questions to ask teachers and other staff members to see what incentives they would like to have to help boost morale.</p>			

10/29/19	Analyze feedback and make adjustments to school culture plan based on survey results.	Complete 12/04/2019	Margarete Long	04/30/2020
<i>Notes:</i>				
2/26/20	Create monthly social activities for teachers	Complete 10/02/2020	Lisa Baucom	10/22/2020
<i>Notes:</i>				
2/26/20	Create staff recognition opportunities	Complete 10/02/2020	Angela Foster	10/22/2020
<i>Notes:</i>				
10/29/19	Develop revised and shared Vision and Mission Statements.	Complete 11/13/2020	Angela Foster	01/15/2021
<i>Notes:</i>				
2/24/17	Marshville Elementary will participate in the spring Job Fair in the Spring of 2020.		Angela Foster	03/27/2021
<i>Notes:</i>				