

Comprehensive Progress Report

Mission:

In partnership with community, NTES prepares life-long learners in a safe and nurturing environment; promotes diversity, global awareness, responsibility, creativity; and challenges all students to succeed.

Vision:

NTES will provide a diverse educational experience, which will prepare our students to be successful citizens in the ever-changing 21st century.

Goals:

Goal-- Students will engage in quality CORE literacy instruction through the EmpowerED framework.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		<p>School-wide discipline plan has been created and reviewed with staff at the beginning of each school year. HAWK rules have been established and are displayed and utilized within most classrooms.</p> <p>Concerns were raised regarding the word "ALL" teachers within this indicator and teacher management within the school cafeteria, hallways, dismissal, etc. The team discussed that we could tighten these expectations and work towards ALL teachers reinforcing schools rules positively, as outlined.</p>	Limited Development 10/15/2019		
<i>How it will look when fully met:</i>		<p>School-wide discipline expectations will have been clearly communicated and ALL staff will be regularly communicating the HAWK rules as daily expectations. Additionally, our HAWKS rules will be displayed in all classrooms/spaces within the building. All staff will regularly monitor and address misbehavior, and most importantly, recognize and celebrate positive behavior.</p> <p>Data to be collected include-- positive office referral data, HAWKsome student award list, Educator Handbook data, minutes from staff meetings where school-wide expectations are discussed, observations/staff survey, etc.</p>		Jennifer Grieco	05/28/2021
Actions			2 of 5 (40%)		
	10/29/19	Stakeholders develop HAWKS rules as the school-wide behavior expectations.	Complete 08/23/2019	Kim Wuerfel	08/23/2019
		<i>Notes:</i>			
	10/29/19	HAWKS rules should be displayed in all classrooms/spaces within the school building.	Complete 08/30/2019	Kim Wuerfel	08/30/2019
		<i>Notes:</i>			
	10/29/19	Create a staff survey to gauge perceptions of school-wide behavior implementation and supports.		Jennifer Grieco	11/20/2020
		<i>Notes:</i>			

10/30/19	Administration and staff will monitor behavioral "minor" and "referral" incident data within Educator's Handbook, to identify frequent behavior settings, times of day, etc.		Lindsey Williams	05/28/2021
<i>Notes:</i>				
10/30/19	School administration and staff will recognize positive student behavior via positive office referrals, HAWKsome student monthly recognition, Terrific Kids' recognition, postcards to homes, etc.		Jennifer Grieco	05/28/2021
<i>Notes:</i>				

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	Assigned To	Target Date
<i>Initial Assessment:</i>		PLCs meet weekly or twice a week to discuss standards and lesson plan pacing as well as implementation. Teachers are provided pacing guides from the district, but then teachers plan additional resources to teach the standards. Per our school data, students perform very well, which is indicative of the quality of instruction and standards being modeled, taught, and mastered by students.	Full Implementation 10/15/2019		

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
<i>Initial Assessment:</i>		Tiered instruction has been implemented at NTES for years. However, this is the first school year where we are fully implementing MTSS tiered interventions, and it has been a slow start for us. While CORE instruction is solid within classrooms, our tiered interventions and MTSS team need further time to strengthen our understanding of the process, our procedures, etc. to ensure students are receiving what they need to grow as a learner.	Limited Development 10/15/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Within two years the MTSS team will be effectively following the framework for tiered intervention support.		Stefanie Olszewski	05/28/2021
Actions			5 of 7 (71%)		
10/16/19	Establish MTSS Team and monthly meetings		Complete 08/30/2019	Stefanie Olszewski	08/30/2019
<i>Notes:</i>					
10/16/19	Create NTES Framework for MTSS and criteria for student support		Complete 09/30/2019	Lindsey Williams	09/30/2019
<i>Notes:</i>					
10/27/19	Faciliate PLCs as they create "Data Decision Rules" for their students.		Complete 10/22/2019	Stefanie Olszewski	10/22/2019
<i>Notes:</i>					
10/27/19	Update standard treatment protocols for NTES to relfect current needs and intervention strategies.		Complete 10/22/2019	Stefanie Olszewski	10/22/2019
<i>Notes:</i>					
10/27/19	Create intervention folders to house parent communication/notificaiton letter, and hearing/vision screening information.		Complete 10/25/2019	Stefanie Olszewski	10/25/2019
<i>Notes:</i>					
10/28/19	On going MTSS monthly meetings to review students in intervention and montior their response to intervention.			Stefanie Olszewski	05/28/2021
<i>Notes:</i>					
10/28/19	PLCs create Foundational Core Plans each reporting period in the area of Literacy and Math.			Stefanie Olszewski	05/28/2021

Notes:

Implementation:		10/27/2019		
Evidence	10/16/2019 - Monthly meetins planned August 2019- May 2020 - NTES Framework created: outlines framework for MTSS - Spreadsheets created and shared for students in Tier 2 and Tier 3 process			
Experience	10/16/2019 The leadership team has planned meeting dates on monthly basis through the end of the school year. Additionally, the NTES framework for MTSS has been established and reviewed with the team. Criteria for students entering the intervention process has been created and shared with PLCs.			
Sustainability	10/16/2019 The team will continue to meet to monitor students entering the intervention process. Additionally, the team will monitor implementation of research based interventions with Tier 2 and Tier 3 interventions.			

	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>			<p>The team discussed that if SEL needs are not met then the academic needs will not be able to be successfully targeted. While many teachers build solid relationships with students and become aware of SEL needs of students, still some are not. The team acknowledged the efforts of our new school counselor; she recently discussed a universal SEL screener for all students, which she will analyze to pull small groups.</p> <p>We need further resources, training, and guidance to strengthen our SEL efforts.</p>	Limited Development 10/15/2019		
<i>How it will look when fully met:</i>			<p>Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.</p> <p>Efforts at NTES will be made through a variety of activities to strengthen SEL components within instruction, to ultimately strengthen our students' prosocial behaviors and improve student attitudes about school.</p>		Jennifer Mace	05/28/2021
Actions				4 of 6 (67%)		
	10/30/19		The school counselor will implement character education and SEL components through Tier 1 instruction.	Complete 06/09/2020	Christene Tweddle	06/09/2020
			<i>Notes:</i>			
	10/30/19		The school counselor will implement Tier 2 and Tier 3 behavior instruction, via MTSS, through small group and/or one-on-one instruction.	Complete 06/09/2020	Christene Tweddle	06/09/2020
			<i>Notes:</i>			
	10/30/19		The school counselor will administer a universal behavioral screener to all students, to monitor for heightened characteristics such as-- focus, anxiety, etc.	Complete 06/09/2020	Christene Tweddle	06/09/2020

<i>Notes:</i>							
10/30/19	To strengthen classroom Tier 1 instruction, the school counselor will provide professional development to all staff regarding ways to incorporate SEL components within their classrooms.				Complete 06/09/2020	Christene Tweddle	06/09/2020
<i>Notes:</i>							
1/6/21	Classroom teachers will implement Morning Meetings within virtual and face-to-face instruction to build class community & positive culture.					Jennifer Mace	05/28/2021
<i>Notes:</i>							
1/6/21	All students will participate in Digital Citizenship modules/lessons. (3rd-5th grade students will complete UCPS modules; K-2nd grade students will receive lessons from Media Coordinator.)					Renee Cunningham	05/28/2021
<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>			While the school's 5th grade works with the middle school to plan for the transition to middle school, we discussed needing to improve our efforts within our school to conduct vertical planning for PLCs. Specifically, the team discussed the transition from 2nd grade to 3rd grade and how parents feel that students are not prepared for the jump they make into 3rd grade. Vertical planning times will be scheduled.		Limited Development 10/15/2019		
<i>How it will look when fully met:</i>							
<i>Actions</i>							
<i>Notes:</i>							

Core Function:		Dimension B - Leadership Capacity					
Effective Practice:		Strategic planning, mission, and vision					
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school has a School Improvement Team and separate MTSS Team which each meet monthly to review school goals and monitor our performance within multiple areas.		Full Implementation 10/15/2019		

	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
<i>Initial Assessment:</i>			<p>Many "teams" meet at New Town each month (ex. SIT, MTSS) to discuss implementation of effective practices and school/student proficiency and growth. PLCs meet weekly to plan for effective instruction, and review data.</p> <p>Professional Development is planned around instructional goals and discussed at staff meetings monthly. Team leads, or grade chairs, meet with school administration as needed, as well.</p>	Full Implementation 10/15/2019		

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	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Instructional Planning occurs 1-2 a week, depending on the calendar. Each team meets for extended planning of 80 minutes during the school day, and teams also meet Wednesdays after school for 80 minutes, every other week.</p> <p>Additionally, 1/2 day planning dates are provided for teams to collaborate as a PLC, and Early Release days are also provided to allow time for teachers to plan high-quality, consistent CORE instruction.</p>	Full Implementation 10/15/2019		

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>		While the team agreed that the principal monitors school curriculum and classroom instruction regularly and provides feedback via observations timely as expected, the team discussed that it would be further beneficial if the Principal and all school administrators could conduct more classroom walk-throughs in between classroom observations and attend PLC meetings more regularly.	Limited Development 10/15/2019		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The leadership team will ensure each classroom is visited monthly (in addition to scheduled observations) and PLCs are visited no less than twice per month by an administrator.		Patricia Sherman	05/28/2021
Actions			2 of 7 (29%)		
10/29/19	School administrators establish an observation schedule.		Complete 08/29/2019	Renee Cunningham	08/29/2019
<i>Notes:</i>					
10/29/19	School administrators establish a walk through tracking document.		Complete 09/20/2019	Renee Cunningham	09/10/2019
<i>Notes:</i>					
10/29/19	Administrators establish and implement coaching cycle to be utilized with staff.			Renee Cunningham	05/28/2021
<i>Notes:</i>					
10/29/19	Administrators/Leadership Team will participate in PLCs no less than twice per month.			Renee Cunningham	05/28/2021
<i>Notes:</i>					
10/29/19	School Administrators will monitor the implementation of CORE literacy instructional practices while conducting walk through, observations and visits to PLCs.			Lindsey Williams	05/28/2021

- Notes:* Administrators will monitor use of:
- Formative assessments
 - Use of Continuum to plan appropriate small group lessons.
 - Reviewing Foundational Core Plans
 - Reviewing MTSS data

10/30/19 School Administrators will monitor students progress towards mastery of the expected standards taught through the following assessment tools: iStation, NC Check-ins, Fountas and Pinnell, and EOG data.

Renee Cunningham

05/28/2021

Notes:

1/6/21 Informal observations of school/teacher happenings occur to maintain pulse on school, which include-- social media posts, post cards/emails (feedback) sent to students, etc.

Christene Tweddle

05/28/2021

Notes:

Implementation:

10/29/2019

Evidence

10/29/2019 - Walk through document was created and reviewed with administration staff.
 10/29/2019- Observation Cycle documented as reviewed with administration staff. Also, each administrator was assigned staff to evaluate.

Experience

10/29/2019 - Walk through document was created and reviewed by administration.
 10/29/2019- Observation schedule was created and reviewed by administration.

Sustainability

10/29/2019 - Each administrator is expected to document the dates each classroom was visited. At least once per month.
 10/29/2019- As observations/PDPs are completed, dates must be entered into this document.

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>		School administrators carefully reviewed school performance data and the most recent surveys conducted by stakeholders (with teachers at the end of last school year and within the summer) before planning PD for this school year. Our efforts this school year are focused on literacy-- with several literacy training sessions conducted already and scheduled this school year. Professional text references were purchased for ALL teachers to ensure consistency as we strengthen our literacy efforts as a whole school. Kindergarten teachers are receiving training on Reading Research to Effective Practices, while 8 teachers have or will receive Orton-Gillingham training as well.	Limited Development 10/15/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		The team agreed that this indicator has been fully implemented due to the high teacher retention year after year. Teachers want to work and stay at NTES for the life of their teaching career. Teachers remarked feeling valued and rewarded for their efforts.	Full Implementation 10/15/2019		

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
<i>Initial Assessment:</i>		There is high communication with parents within this school community. Teachers and the principal send weekly communication to all parents regarding things to know and important dates relevant to the classroom. However, within this indicator the teacher agreed that we could strengthen our communication regarding what parents can do at home to support their child's learning. During our discussion, it was noted that several teachers do suggest ideas for parents to do at home, but not all teachers do. This is an area we could strengthen within our communication.	Limited Development 10/15/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					