Comprehensive Progress Report

Mission:

> We commit to the lifelong success of our students by providing academic and innovative leadership opportunities for our SVS community.

Vision:

> Empowering an innovative community of leaders.

Goals:

> Implement clear structures for PLCs surrounding effective planning and aggressive progress monitoring practices in 100% of our 3-5 classrooms

> 75% of readers (3-5) will be proficient as demonstrated by grade level expectations by June 2025 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level).

> 75% of students (3-5) will be proficient in math problem solving by June 2025 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level).

> 75% of students (5) will be proficient in science standards as measured by the NC Check-ins and EOG by June 2023 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level.

Activity in the last 12 months

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Domain 1: Turnaround Leadership**			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
KEY **D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	As part of our SVES beginning-of-year school improvement plan, we included resource allocations such as reading tutors, online resources, professional development, and family engagement. Many of these resources will be funded by Title I funds. Currently, we have the following allocations aligned with our instructional priorities: *3 literacy tutors *Reading Master Teacher *iReady Math Instruction for all students *Lexia Core Reading for all students *Plan for staff professional development *Plan for family engagement activities	Limited Development 10/10/2023		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	We will use the following data source to determine student growth and proficiency, as well as the success of tutors and intervention supports: *iReady data *mClass data *Math Tutor tracking data *Literacy Tutor tracking data *NC Check-In Data *EVAAS Proficiencies compared to EOG scores *EOG proficiency We will know this objective is met when we exceed growth and meet 65% proficiency.		**Jamee Giers**	**06/06/2025**
Actions		0 of 3 (0%)		
10/10/23	Create and maintain tracking sheets for tutors.		Emily Campbell	06/06/2025

	Notes:				
	10/10/23	Create and maintain sign-in sheets for family engagement events.		Lucy Cifre	06/06/2025
	Notes:				
	9/25/24	Create and maintain sign-in sheets for professional development.		Lynsey Fowler	06/06/2025
	Notes:				
Implementation:			04/01/2024		
Evidence	4/1/2024				
Experience	4/1/2024 Our math tutors have a data tracking sheet that they updated weekly with student progress during daily math tutoring sessions. This data is shared with classroom teachers, as well as the instructional leadership team and MTSS team. Our extended day tutors maintain a data tracking sheet to track the progress of students attending after-school tutoring. This data is shared with homeroom teachers, our instructional leadership team, and our MTSS team. Our literacy tutor maintains a data tracking sheet to share student progress with the teachers and support team. The school has developed a data dashboard. This dashboard includes NC Check-in data, EOG data, EOG projections, and what students are receiving additional tutoring support.			
Sustainability	4/1/2024 Teachers, tutors, and the instructional leadership team will need to continue to maintain the data sheets. The teams will need to regularly review the data sheets to identify what supports are working and what areas need to be adjusted. The team will continue to utilize the data trackers to determine MTSS needs.			

Core Function:	Domain 2: Talent Development			
Effective Practice:	Practice 2B: Target professional learning opportunities			
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 SVS Team is continuing data systems to ensure alignment with progress monitoring measures to ensure student growth: -Progress monitoring (upcoming 3-5 math probes) -4Dx model (3-5) -Continue MTSS protocols (3-5)	No Development 10/07/2019		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	The aligned systems across SVS will include: *Progress Monitoring Math Probes * 4DX *mClass *iReady *MTSS data in ECATS		**Lori Robinette**	**06/06/2025**
Actions		**0 of 2 (0%)**		
10/10/23	SVES teachers and support staff will analyze data weekly during PLC to identify student needs and plan instruction aligned to students' needs.		Jamee Giers	06/06/2025
Notes:				

10/10/23	SVES teachers and staff will track student data in a weekly/biweekly tracking form as well as track NC Check In data, mClass data, iReady data, and compare student progress with EVAAS projections.			Jamee Giers	06/06/2025
Notes:					
Implementation:			11/10/2021		
Evidence	06/09/2021				
Experience	06/09/2021				
Sustainability	06/09/2021				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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:	new platform for entering data for MTSS will be implemented (ECATS) new implentation of MTSS literacy flowchart New data decision rules agreed upon by PLC Expectations and deadlines for progress monitoring are clearly defined	Limited Development 10/04/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Full implementation of MTSS intervention process will result in small group plans to be used for small group time during reading and math.		**Elizabeth Griffin**	**06/06/2025**
Actions		0 of 4 (0%)		
10/14/19	Admin and IC will conduct walk throughs to monitor for MTSS implementation		Elizabeth Griffin	06/06/2025
Notes:				
11/10/21	PLCs will gather data and work to identify students in need of additional supports. They will use the MTSS intervention process and data decision rules to implement plans to meet the needs of each student		Elizabeth Griffin	06/06/2025
Notes:				

10/6/22	Teachers will participate in MTSS intervention process training. They will learn how to identify at risk students based on grade level data and how to identify specific student needs through this process		Monica McGinniss	06/06/2025
Notes:				
10/6/22	Teachers participate in tier meetings to track student progress and assess intervention progress		Monica McGinniss	06/06/2025
Notes:				
Implementation:		11/10/2021		
Evidence	11/17/2020			
Experience	11/17/2020			
Sustainability	11/17/2020			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
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:	The PBIS model is implemented with partial fidelity in the Shiloh Valley Schools. We have not had the CHAMPS/Foundations training at this time	Limited Development 10/07/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	PBIS will be consistently implemented across all grade levels. Teachers will employ these effective practices from PBIS and CHAMPS/Foundations to reinforce rules and procedures for consistency throughout the school.	**Objective Met 09/25/24**	**Elizabeth Griffin**	**06/09/2024**
Actions				
11/10/21	Data will be maintained on classroom and office referrals through Educator's Handbook and shared with staff at meetings.	Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes:	Office discipline referrals 21-22 = 435, school year 22-23 = 287			

	11/10/21	Visual PBIS displays will be posted throughout the school. See folder: https://drive.google.com/drive/folders/114_9wJ-TlhRftNJrXyzyf2xAHvHQ0tqj?usp=sharing	Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes:	all areas have posters				
	10/6/22	All staff will participate in CHAMPS/Foundations training and implement practices throughout the school	Complete 06/07/2024	Elizabeth Griffin	06/09/2024
Notes:	Waiting on more training from county				
Implementation:			09/25/2024		
Evidence	6/11/2023				
Experience	6/11/2023				
Sustainability	6/11/2023				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
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:	Second to third grade transition plan is as follows: • Vertical planning of second and third grade teams • Alignment of curriculum (literacy/math) • Elementary admin and counselor visit classrooms at the end of the year to support student transition • Second grade classrooms "cross the valley" day, to visit third grade classrooms and complete a building tour	Limited Development 10/07/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The transition plan from 2nd to 3rd grade will include cross grade level planning, events to celebrate transition from one building to another, teacher visits, and reading and math data to indicate growth from 2nd-3rd grade.	**Objective Met 09/27/24**	**Monica McGinniss**	**06/07/2024**
Actions				
10/10/23	Counselors will schedule meetings to support students' transition to the new building.	Complete 04/15/2024	Monica McGinniss	04/15/2024
Notes:				
10/10/23	EC team will schedule meetings with the primary building EC team to support with the transition of IEP plans.	Complete 06/10/2024	Elizabeth Griffin	05/01/2024
Notes:				
10/10/23	The school counselor will schedule a meeting with the primary building counselor to support with transitioning 504 plans.	Complete 06/10/2024	Monica McGinniss	05/01/2024
Notes:				
Implementation:		09/27/2024		
Evidence	9/27/2024 Meetings were scheduled for both 504 reviews and IEPs. The 2nd graders visited our third grade classrooms. We also offered summer tours for families new to our building.			

Experience	9/27/2024 Our school counselors, EC team, and 2nd and 3rd grade teams worked together to create a plan to support with the transition of students from the primary building to the elementary building.			
Sustainability	9/27/2024 The team will continue the plan to have 2nd graders visit the elementary building, as well as EC teams from each building will meet to discuss students transitioning over.			