# Comprehensive Progress Report

**Mission:**

Utilizing standard based education that addresses individual differences and learning styles, we empower students to take ownership and responsibility for their present and future learning by developing their academic, interpersonal, intrapersonal, and technological skills.

Advocate for OUR Needs

Track OUR Progress

**Vision:**     Contribute to OUR Community

Accomplish OUR Dreams

**Goals:**

To increase sixth grade reading scores by 3%.

To increase sixth grade math scores by 2%.

To increase 7th grade reading scores by 2%.

To increase 7th grade math scores by 2%.

To increase 8th grade reading scores by 2%.

To increase 8th grade math scores by 5%.

To increase 8th grade science growth scores to meet expectations

Maintain Math 1 levels

! = Past Due Objectives          KEY = Key Indicator

| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
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| **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** |
| *Initial Assessment:* | We meet weekly for PLCs in place for each grade level.<br><br>We meet bi-weekly as grade levels to discuss grade specific concerns and to support one another.<br><br>We meet as a staff monthly to share the happenings of the building and to discuss data and acknowledge gains. | Limited Development 09/18/2019 | | |
| *How it will look when fully met:* | Our objective will be to use the NCSCOS in their respective subjects to teach students the appropriate course material.<br><br>Use pacing guides that have been aligned by county personnel to plan and teach each subject.<br><br>Attend weekly meetings to discuss and implement any strategies to share with the staff and administration.<br><br>Attend workshops to learn new creative ways to teach new information to present for classroom learning. | | John  Myers | 06/02/2023 |
| **Actions** | | | **0 of 4 (0%)** | | |
| | 9/19/19 | Vertical team meetings with all grade levels bi-annually to examine the vertical progression of the NCSCOS and identify gaps and overlaps of acceleration.<br>Complete June 2023 Jarren and Chris will be in charge of coordinating this Action and trying to get it scheduled. | | Jim Reese | 06/02/2023 |
| | Notes: | | | | |
| | 10/24/19 | Weekly PLCs meetings is a way to further the discussion of vertical line meetings to address needs to that specific grade level.<br>Complete June 2023 | | Jim Reese | 06/02/2023 |
| | Notes: | | | | |

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| 10/24/19 | We can investigate the idea of having vertical meetings with other schools in our cluster. Complete in May-June 2023 | | | Jim Reese | 06/02/2023 |
| Notes: | | | | | |
| 1/11/23 | 6th grade teachers will host a vertical alignment meeting with our elementary clusters in early spring | | | Jim Reese | 06/02/2023 |
| Notes: | Target Date is Early Spring | | | | |

| Core Function: | Dimension A - Instructional Excellence and Alignment | | | | |
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| **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:* | We have begun the MTSS process and continue to look to offer PD for staff. <br><br> Data dashboard has been developed for students in grades 6-8: grades, attendance, EOG, benchmarks, interventions | Limited Development 09/18/2019 | | | |
| | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | | |
| *How it will look when fully met:* | We will have all students identified who may need interventions and have a plan in place to offer the supports needed. <br><br> We will monitor interventions to make sure we are implementing them correctly and checking to see if they are appropriate for student's needs. <br><br> We will have intervention teams in place for individual students. | | | **Anita Crockett** | **06/02/2023** |
| *Actions* | | **3 of 5 (60%)** | | | |
| 9/19/19 | Meet to ensure we have our MTSS Team operating and ready to support students and teachers. | Complete 11/30/2021 | | Anita Crockett | 11/30/2021 |
| Notes: | We will identify team members, having representation from all grade levels and departments within the building. We will share these names out to staff, so they will know who they can go to for support. | | | | |
| 10/24/19 | MTSS Team will meet as a team and also as smaller grade level groups to identify and support individual students on each grade level. | Complete 11/30/2021 | | Anita Crockett | 11/30/2021 |

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| *Notes:* | Grade level teams will meet to work with MTSS supports to identify protocols and to document tiered instruction to support students. | | | | |
| 10/24/19 | MTSS Team will determine and share criteria to all staff to help identify students in need of supports. | Complete 11/30/2021 | | Anita Crockett | 11/30/2021 |
| *Notes:* | This will be share with all staff to help identify students we will target with tier 1 interventions. | | | | |
| 9/29/20 | Admin and counselors will meet weekly with MTSS teams to make sure we are collecting measurable data to support students. | | | Anita Crockett | 06/02/2023 |
| *Notes:* | | | | | |
| 10/6/22 | MTSS team will be meeting monthly afterschool to analyze data and develop plans for those needing support. | | | Anita Crockett | 06/02/2023 |
| *Notes:* | | | | | |
| ***Implementation:*** | | | 05/11/2022 | | |
| ***Evidence*** | 5/11/2022<br>Weekly meetings with team | | | | |
| ***Experience*** | 5/11/2022<br>The team meets to discuss student needs. It was completely manageable and effortless to ensure student success | | | | |
| ***Sustainability*** | 5/11/2022<br>We will need to start the process soon and have all teachers on board. | | | | |

| 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 |
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| *Initial Assessment:* | | We have had initial meetings on supporting student with social and emotional health.<br><br>Counselors have been trained and work with the school social worker and nurse to help students needs.<br><br>We have a social worker to support students in need. | Limited Development 09/18/2019 | | |
| *How it will look when fully met:* | | We will have a school wide system in place to support students with social and emotional concerns. Not limited to development of a system to allow teachers and students to report concerns to guidance, and to then have them access the situation and refer to the appropriate county level supports for each case. | | **Kaitlyn Woodie** | **06/02/2023** |
| *Actions* | | | 1 of 3 (33%) | | |
| | 10/25/19 | Development of process for identifying, tracking, and support of students' needs and provided service. | | Kaitlyn Woodie | 12/16/2022 |
| | *Notes:* | | | | |
| | 10/25/19 | Create and facilitate needs assessment from students and staff. This will be done at increments throughout the year and assessed. | | Kaitlyn Woodie | 03/10/2023 |
| | *Notes:* | | | | |
| | 10/25/19 | Develop plan for instruction of all students based on needs assessment. | Complete 12/16/2021 | Kaitlyn Woodie | 06/02/2023 |
| | *Notes:* | | | | |

| 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:* | | | We look at EVAAS/EOG data to determine professional development needs for staff. We also survey teachers to determine what they need to to supplement their instructional practices during the current instructional climate. | Limited Development 09/18/2019 | | |
| *How it will look when fully met:* | | | We will have ongoing conversations around data and use this to work in PLCs and determine the appropriate professional development for all staffing needs. We will have a community of teachers, who will support and train one another in the best practices to meet the growing needs of our students. | | **Whitney Honeycutt** | **06/02/2023** |
| *Actions* | | | | 0 of 4 (0%) | | |
| | 10/25/19 | | Form a committee of teachers to analyze performance data to targeted curricular needs. | | Whitney Honeycutt | 11/30/2022 |
| | *Notes:* | | | | | |
| | 10/25/19 | | Provide targeted professional development based on performance data. | | Whitney Honeycutt | 06/02/2023 |
| | *Notes:* | | | | | |
| | 10/25/19 | | Targeted data discussion through PLCs and Leveled Department meetings to go deeper into what the data is showing as areas for growth. | | Whitney Honeycutt | 06/02/2023 |
| | *Notes:* | | These discussions will occur during PLC meetings and in our 3 planned leveled department meetings. | | | |
| | 10/25/19 | | Break down various forms of data to get a good look at potential struggle content areas. This will help us research the best professional development to meet the needs of our teachers. | | Whitney Honeycutt | 06/22/2023 |
| | *Notes:* | | | | | |