

Comprehensive Progress Report

Mission:

We will provide an environment where children's academic, social, and emotional needs are met, challenged, and celebrated.

Vision:

The Antioch staff will establish personal connections with students in order to assess their social and emotional needs. Ongoing assessment data will be used to determine their academic abilities. Our staff is currently undergoing training in the Science of Reading, and we are using this research to strengthening our students' foundational skills with "Code-Emphasis Instruction". Building foundational reading skills in students and teachers' knowledge of instructional practices in both word recognition and language comprehension is a priority for our school over the next few years.

Goals:

- 95% of AES students in grades K-3 will read at or above benchmark levels (mClass/DIBELS 8) by the End of Year assessment.
- 90% of AES students (4-5) will make a level 3, 4, or 5 on the North Carolina End of Grade Reading Assessment.
- 95% of AES students (K-5) will score at or above grade level on the End of Year iReady Math Assessment.
- 90% of AES students (4-5) will score a level 3, 4, or 5 on the North Carolina End of Grade Math Assessment.



! = Past Due Objectives KEY = Key Indicator

Dimension A - Instructional Excellence and Alignment

Core Function:

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>		The school will reflect on current practices and implement school wide routines and procedures to address this indicator.	Limited Development 06/16/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Students throughout the building will have a common understanding of routines and procedures. Rules will be implemented and enforced identically regardless of teacher or grade.		Casey Griffin	04/15/2022
Actions			0 of 3 (0%)		
	10/21/21	Each grade level will be surveyed before winter break regarding classroom management and school rules.		Casey Griffin	12/15/2021
	<i>Notes:</i>				
	10/21/21	Develop consistency with behavioral management throughout the school.		Casey Griffin	04/15/2022
	<i>Notes:</i>				
	10/21/21	The staff will utilize the Antioch Elementary Portrait of a Graduate on a daily basis.		Casey Griffin	04/15/2022
	<i>Notes:</i>				
Implementation:			03/24/2020		
<i>Evidence</i>	3/24/2020				
<i>Experience</i>	3/24/2020				
<i>Sustainability</i>	3/24/2020				

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

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)

Initial Assessment:

Limited implementation. Currently addressed individually and through the counseling program. No formal school wide plan is in place.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

All staff will support students with social and emotional learning.

Actions

10/21/21 Spread positivity throughout the school.

Notes: Evidence

Positive messages on posters in the classroom and hallways
Positive growth mindset quotes over announcements. Incorporate more emotional management quotes/commercials in announcements.

10/21/21 Emotional Communication

Notes: Evidence

Provide a way for kids to write to the teacher about their situation/emotional state. (ex: "I Need a Check In" box, or Google survey)
Parents send email/message to teacher when their child needs emotional check-in (TLC)

10/21/21 Helping kids manage their emotions

Notes: Evidence

We will develop a Toolkit for Teachers
Emotional ABCs.com
Ask Mrs. Howells for input (and for referral slips/process)
Flocabulary videos

Implementation:

03/11/2021

Evidence

3/11/2021

Implementation Status

No Development
10/11/2019

Target Date

04/25/2022

Assigned To

Chris Cruse

Implementation Status

0 of 3 (0%)

Assigned To

Chris Cruse

Assigned To

Chris Cruse

Assigned To

Chris Cruse

Assigned To

Chris Cruse

Assigned To

Chris Cruse

Experience	3/11/2021				
Sustainability	3/11/2021				
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)				
Initial Assessment:	Our school currently has no concrete plan in place to support transitions.				
How it will look when fully met:	Comprehension transition process for students to move between grades/schools.				
Actions					
10/21/21	Create a student card that teachers will utilize to insert data to assist with transitions from grades/schools.				
Notes: Evidence 1. Identify what we are going to add and/or take away from the card. 2. Asking teachers for input by each grade and what they would like to see on their card. 3. Creating a new template for the card. 4. At the end of the year provide expectations for the upcoming grade level. Teachers will identify content areas for students to prepare for.					
		Implementation Status	Assigned To	Target Date	
		Limited Development 06/26/2019	Erica Benavides	04/15/2022	
		0 of 1 (0%)			
			Erica Benavides	04/15/2022	

Core Function:**Dimension C - Professional Capacity****Effective Practice:****KEY****C2.01****Quality of professional development**

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)

Initial Assessment:

Our school will continue to look at aggregate school data and create professional development opportunities to aligned with student needs.

How it will look when fully met:

We will have ongoing discussions where teams can consistently analyze data and use that data to:

Plan curriculum and instructional practices that meet the needs of all students.

Determine and implement professional development for teachers.

Actions

10/21/21

The school will provide professional development that provides a deep knowledge of literacy and language aligned to the Science of Reading.

Notes:

Evidence
Implementation of LETRS training for all teachers.
LETRS calendar/schedule
Sample LETRS assignments
Snapshot of LETRS assessments

10/21/21

The school will provide professional resources to assist teachers in implementing a reading plan based on the Science of Reading.

Notes:

Evidence
Barber's Resources for Teachers
Heggerty Resources
Multi-Syllable Routine Cards
Morpheme Magic
Fly Leaf Decodables Resources

Implementation Status
Limited Development
06/26/2019

Target Date**04/15/2022****Assigned To****Amy Bleakley****Implementation Status****0 of 4 (0%)**

Amy Bleakley

04/15/2022

Amy Bleakley

04/15/2022

10/21/21	The school will analyze student data from formal and informal assessments to plan curriculum aligned with NC state standards.			Amy Bleakley	04/15/2022
<i>Notes:</i>	Evidence PLC/Team planning Lessons aligned to NC Standards Pre-Post Assessment Samples				
10/21/21	The school will implement the MTSS framework to improve core classroom instruction for all students and to provide targeted support for at-risk students.			Amy Bleakley	04/15/2022
<i>Notes:</i>	Evidence Universal Screeners Samples Targeted Intervention Plans Progress Monitoring Samples Grade Level Foundational Core Plan				
Dimension C - Professional Capacity					
Effective Practice:					
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)		Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 09/26/2021		
How it will look when fully met:				Erica Benavides	04/15/2022
Actions			0 of 4 (0%)		
10/21/21	Glowing Gators Every month a group of teachers/staff will be recognized at school.			Erica Benavides	04/15/2022
<i>Notes:</i>					
10/21/21	Five teachers/staff would be voted on based off of a Google Form.			Erica Benavides	04/15/2022
<i>Notes:</i>					
10/21/21	Incentives: Blue Line parking, notes from the class, candy			Erica Benavides	04/15/2022
<i>Notes:</i>					
10/21/21	PTO Lunches, PTO Gifts			Erica Benavides	04/15/2022
<i>Notes:</i>					