Comprehensive Progress Report

Mission:

Develop responsible and knowledgeable life-long learners through a diverse and challenging educational program with families and the community.

Vision:

Families and school staff will work together to ensure that every child will achieve their highest potential and develop a life-long love of learning.

Goals:

We will have 80% of families participate in a pre and post Hemby Bridge Survey that reflects a 10% increase in ratings/satisfaction from November 2020 - May 2021.

By implementing a Social-Emotional/PBIS system at Hemby Bridge Elementary, our office referrals will decrease 20% this school year, 2020-2021.

By May 2021:78% of HBES students will score at or above Level 3 on the iStation ISIP Reading assessment, and 67% of HBES students will score at or above Level 3 on the iStation ISIP Math assessment.

! = 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
Initial Assessment:			• Every teacher has classroom rules. The rules are reviewed at the beginning of the year. However, this is not consistently being executed by the students. • PBIS is in progress. There is a breakdown in communication between the leadership team and grade-levels. • Consistent rules in the staff handbook and student agenda- not a consistent implementation - moving to PBIS to align this. • Some teachers make use of Class Dojo - this is not required. • Need more consistent communication across teams and a better flow of communication between the school leadership team and grade-level department reps. • Vertical consistency • Positive is great but we need set in stone consequences. If you do this-------then----- .	Limited Development 09/20/2019		
How it will look when fully met:			A school-wide matrix that is visible to all students and staff is posted in various areas throughout the school. The common language written in the Matrix is used throughout the school. Teachers refer back to the matrix when addressing students' behaviors. Lesson plans developed for teachers to teach matrix twice a year and teacher models behavior. The lesson plans will be implemented on day 1 of the 2020-2021 school year. Review data and assess progress. After the first grading period next year. the action step will be completed by 11/2/2020. Celebrate the positive behaviors ideas: punch cards and paw bucks. https://docs.google.com/forms/d/e/1FAIpQLSfZJCMehli1ulvrDAigGRO0KT7dwpMdRSiJL8C24N6fPwvfyA/viewform?usp=sf_link		Wendy Reed	05/31/2021
Actions				2 of 5 (40%)		
		10/14/19	Make posters of a school-wide matrix so that it is visible to all students in all areas.	Complete 11/20/2019	Anita Childers	12/02/2019

Notes:				
10/14/19	Come up with ideas of ways to celebrate positive behavior	Complete 01/07/2020	Regina Costa, Lauren Worthingon, Jen VonIderstein	01/01/2020
Notes:				
10/14/19	Create a reward system to celebrate behavior improvement and successes		Christian Geiger, Susan Jackson, Cindy Ladimir	01/15/2021
Notes:				
10/14/19	Develop lesson plans to help manage student behavior that is proactive, positive, and instructional.		Erin Hare, Sharon Patrick	01/15/2021
Notes:				
10/14/19	Decrease office referrals in Educator Handbook.		Shannon Johnson	05/27/2021
Notes:				

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**
Initial Assessment:	• Adding support staff to lesson plans and google docs for collaborative school culture. • Meeting in PLC's multiple times a week • Pre - Post tests implemented • Lesson plans • Need consistent documentation for PLC notes • Need more vertical collaboration sharing pre/post-tests with ELL and EC • Clustering students around data points • County curriculum resources provide alignment, resources • reviewing and applying data to instruction ex. BOG, Unit test, formative data, for end of year expectations. • Need units that provide more differentiated activities • Need to develop grade-level targets that are shared vertically • Need more collaboration between teachers, EC, and ELL staff	Limited Development 10/02/2019		
How it will look when fully met:				
Actions				
Notes:				

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:	• Beginning planning - Setting criteria for MTSS per grade level. • Identify interventions per grade level. • Meeting with MTSS lead weekly by grade level. • Digesting new data assessment (K-3). • K-3 would like to enable iStation components for tier 3 students personalizes instruction based on individual students - this is a state/county level request. • Kid-friendly - targeted to provide consistency K-3 for interventions	Limited Development 10/02/2019		
How it will look when fully met:	Teachers will be using the same research-based intervention strategies for similar needs in the classroom, ensuring alignment with instructional approaches across grade levels. Teachers will be using PLC time to discuss/plan similar interventions for similar students and strategies acquired through PD sessions. Evidence of these actions will be seen in PLC/MTSS meeting notes over several months.		Dawn Fudge	05/27/2021
Actions		**1 of 3 (33%)**		
10/15/19	Maintain MTSS meetings at a regular interval with documentation	Complete 11/05/2020	Laurie Rank	11/05/2020
Notes:				
10/15/19	Generate established intervention options based on research-based best practices for students with particular needs so that teachers at the same grade level are using similar intervention		Laurie Rank	12/18/2020
Notes:				
10/15/19	Continual support is provided to teachers who need to implement interventions.		Megan Quinn	03/31/2021
Notes:				

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:		• A safe environment is provided at HB to practice skills in the classroom. • We have a process for referring students for support and interventions utilizing the MTSS process and mental health counselors, social worker, and guidance counselor. • Staff models acceptable ways to express emotions through in-class lessons and individually to students. • Guidance Counselor lessons are in place. • Literature is used to 1) connect events in a story to characters' emotions 2) compare characters' emotions to students' emotions. • Need to work on classroom lessons for SEL.	Limited Development 10/02/2019		
How it will look when fully met:		There will be a decline in the number of office referrals in Educator Handbook referral system and improvements in student benchmarks.		**Paige McCay**	**05/27/2021**
Actions			3 of 5 (60%)		
	10/30/19	Professional development for staff regarding prevention and de-escalation strategies.	Complete 01/15/2020	Stephanie Burris	01/31/2020
	Notes:				
	10/14/19	Create interactive hallways for students who need a break, in both buildings with social distancing expectations. Sidewalks under awnings can be utilized.	Complete 03/11/2020	Stephanie Burris	06/05/2020
	Notes:				
	10/14/19	Each classroom equipped with a "calm down area" or " take a break" area with fidgets or something to manipulate before behavior possibly escalates.	Complete 03/11/2020	Stephanie Burris	06/10/2020
	Notes:				
	10/14/19	Implement a school-wide poster- when you feel happy/try this (give 3 friends a compliment to spread joy) when you feel sad (try drawing a picture to get out your feelings) when you feel anxious.		Stephanie Burris	12/21/2020
	Notes:				
	10/14/19	Consistent time with a school counselor to work on specific social or emotional needs. (Monthly classes for SEL)		Shannon Johnson	11/27/2021
	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:		• Multiple Kinder open houses in the spring • Send home prior education inquiry (transition) • More choices at end of 5th to transition to less structure • Middle school tours • Middle school representatives visit- Academic staff, counselors, music directors, sports personnel • Foster community weekly emails, dojo, some grade-level websites • Sense of community- music options, band, drama, plays • Transition meetings	Limited Development 10/02/2019		
How it will look when fully met:					
Actions					
	Notes:				

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
Initial Assessment:		• Look at data after assessments and progress report time • We flex groups of children and adjust instructional strategies • Document cameras • iStation • Myon • Dreambox • Tumblebooks • Brainpop • NCWise Owl • Canvas	Limited Development 10/02/2019		
How it will look when fully met:					
Actions					
	Notes:				

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
Initial Assessment:		• The team is in place • New meeting schedule twice a month • Instructional teams do not have enough planning time to discuss data	Limited Development 10/02/2019		
How it will look when fully met:					
Actions					
	Notes:				

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
Initial Assessment:		• Student data • Good and timely feedback and turn around • Informal classroom observation need more timely feedback • Formal observation has timely feedback • Grade level planning and duties - the purpose is not clear and concise during meetings	Limited Development 10/02/2019		
How it will look when fully met:					
Actions					
	Notes:				

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
Initial Assessment:			• Presence is visible • Limited feedback to improve instruction during visits • Helpful feedback for formal observations • Walkthroughs • Access to lesson plans	Limited Development 10/02/2019		
How it will look when fully met:						
Actions						
		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:			• School leadership team • Weekly MTSS meetings with the school counselor by grade level • MTSS training tier 1, tier 2, tier 3 • EmpowerEd PD • Online courses	Limited Development 10/02/2019		
How it will look when fully met:						
Actions						
		Notes:				

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
Initial Assessment:			• District level job fairs • Focusing on UCPS successes • Website UCPS • Superintendent on media (news, Twitter, Facebook) • Recruiting in other states at universities	Limited Development 10/02/2019		
How it will look when fully met:						
Actions						
Notes:						

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**
Initial Assessment:	• Huddle night • Parent/teacher conferences • Connect Ed • School website • PTO website • School social media • Teacher website/communications • Beginning kinder orientation tours	Limited Development 10/02/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	We will have a cohesive website for our school, that includes support links for help with academics, by grade level. We will also front-load parents with important information, to prepare parents for the upcoming academic term, with ways to best support their child in the coming weeks. Lastly, we will ask for parents to share feedback with us to guide positive changes in the future for our school, students, and parents/guardians.		**Gwendalyn Iversen**	**01/05/2021**
Actions		**2 of 3 (67%)**		
10/16/19	Grade level teams will create a website with relevant student web resources to practice at home, and for students to access. This will be linked to the Canvas page.	Complete 03/11/2020	Tammy Williams	06/10/2020
Notes:				
10/16/19	Grade level teams will frontload parents about the coming term, ways they can support their children at home in the Canvas course.	Complete 10/16/2020	Tammy Williams	06/10/2020
Notes:				

10/16/19	A "How Are We Doing?" survey will be developed by the committee focusing on this indicator. The survey will be sent out to parents for feedback regarding our partnership for child's education, our current situation with face to face and virtual learning. The committee focusing on this indicator will discuss the feedback from the parent survey and determine how to adjust the strategies for this key indicator.		Tammy Williams	01/05/2021
Notes:				
Implementation:		10/16/2020		
Evidence	10/16/2020			
Experience	10/16/2020			
Sustainability	10/16/2020			