

Comprehensive Progress Report

Mission: As ITES Leaders, we share responsibility to prepare well-rounded stakeholders for an ever-changing future.

Vision: Empowering Learners and Leaders to Lead the Way.

Goals:

Implement tiered instructional systems that allow teachers to deliver high-impact differentiated instruction based on students' individual needs across all tiers as supported by NC Star indicator A4.01.

All students will receive core instruction in PBIS and Leader in Me principles to employ effective classroom management and reinforce classroom rules and procedures by using a positive and private approach as supported by A1.07.

Students will receive highly effective and quality core instruction as PLCs develop standards aligned units of instruction for each core subject and grade level to grow students to meet 80% proficiency across the year as supported by A2.04

All students will be supported with social/emotional core instruction that helps guide students in managing their emotions, and MTSS tiered supports via Leader in Me and PBIS for interventions when needed to help each student be successful as supported by A4.06.



! = 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> | | Currently we utilize PBIS protocols as Tier 1 instruction for behavior management and implementation school wide. Our current gap is that teachers need a comprehensive classroom plan to ensure that diverse students are supported with wrap around services based on Tier II and Tier III supports. | Limited Development 10/15/2019 | | |
| <i>How it will look when fully met:</i> | | <ul style="list-style-type: none"> All teachers will implement a comprehensive classroom management process for teaching and monitoring the progress of daily classroom procedures. All students will receive the benefit of focused instruction in the principles of the 7 Habits for effective learning and leadership. Office referrals will decrease by 10% and student leadership opportunities will increase by 10%. Teacher survey results focused on behavioral systems will increase by 10% on the next survey cycle. | | Tatum Edwards | 06/08/2021 |
| <i>Actions</i> | | | 0 of 4 (0%) | | |
| 10/25/19 | The MTSS Action team will work with all leadership teams to create and establish data decision rules for responding to intervention and individualized tiered supports as needed. | | | Tatum.Edwards@ucps.k12.nc.us | 06/08/2021 |
| <i>Notes:</i> The Co-monitor is Bethany Carter, bethany.carter@ucps.k12.nc.us | | | | | |
| 10/25/19 | The MTSS team will conduct informal student surveys as pulse checks to monitor students' individual needs in the school community. | | | Tatum.Edwards@ucps.k12.nc.us | 06/08/2021 |
| <i>Notes:</i> The co-monitor is Bethany Carter, Bethany.Carter@ucps.k12.nc.us | | | | | |
| 10/29/19 | Develop professional development 'booster shots' for best practice in classroom management. | | | Tatum Edwards | 06/08/2021 |
| <i>Notes:</i> The co-monitor is Bethany Carter | | | | | |
| 10/29/19 | The MTSS team will develop a criteria for success for a comprehensive classroom management plan. | | | Tatum Edwards | 06/08/2021 |
| <i>Notes:</i> The co-monitor is Bethany Carter. | | | | | |

| 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> | | Currently, ITES has a sophisticated PLC process for collaborative standards aligned units planned to meet the individual needs of students. Our current gap is that after PLC planning, the lesson plans are not implemented with fidelity to the rigor of the standard. As a school, we have elevated our PLC planning process with protocols for planning & data charting. 100% of all teachers will implement the Gradual Release of Responsibility and execute lesson planning to the rigor of the standard. | Limited Development 10/17/2019 | | |
| <i>How it will look when fully met:</i> | | <ul style="list-style-type: none"> • 100 % of PLC's will have weekly plans and 45 day backwards plans • 100% of PLC's will implement and use data protocol • Visible cohesion among PLC's from planning protocol • Visible data charting in classrooms and planning room • Classroom walkthroughs and observations | | Leigh Early | 06/08/2021 |
| <i>Actions</i> | | | 0 of 4 (0%) | | |
| 10/26/19 | PLC Planning Protocol, | | | Leigh Early | 06/08/2021 |
| <i>Notes:</i> | | | | | |
| 10/26/19 | Data Charting Protocols, regular classroom walk throughs, staff praise walks, | | | Leigh Early | 06/08/2021 |
| <i>Notes:</i> | | | | | |
| 10/26/19 | Classroom data walls, data charting in planning room, grade level data charting, schoolwide data charting, student leadership/data notebook implementation | | | Leigh Early | 06/08/2021 |
| <i>Notes:</i> | | | | | |
| 10/29/19 | 45 days backwards planning | | | Leigh Early | 06/08/2021 |
| <i>Notes:</i> | | | | | |

| 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> | | Currently, ITES has an MTSS action team who monitors the data and progress of core instruction in behavior and instruction. This is the first year that MTSS is taking this team approach. In years past, while ITES has attempted a team approach, the paradigm has been that the MTSS coach owns the MTSS process and the systems associated with core instruction. Our goal this year is to have a paradigm shift and empower school leaders with a team approach to serving our students and supporting staff with shared opportunities for comprehensive school improvement. | Limited Development 10/26/2019 | | |
| <i>How it will look when fully met:</i> | | <ul style="list-style-type: none"> All students will receive comprehensive core instruction in behavior, leadership principles, and academics. Office Discipline Referrals will decrease by 10% Students will exceed growth in ELA/Math/Science EOGs Students will be both confident and competent in healthy habits and leadership principles for effective living | | Nancy Fields | 06/08/2021 |
| Actions | | | 0 of 4 (0%) | | |
| 10/26/19 | * MTSS team will establish data decision rules of comprehensive classroom management and behavioral plans | | | Nancy Fields | 06/08/2021 |
| <i>Notes:</i> The MTSS team will meet and determine the team rep who will own the MTSS steps and processes for improvement. | | | | | |
| 10/29/19 | Identify Tier II literacy interventions and progress monitoring protocol | | | Nancy Fields | 06/08/2021 |
| <i>Notes:</i> | | | | | |
| 10/29/19 | Create a system for collaboration between classroom teachers and interventionists to review data and meet the needs of the students | | | Nancy Fields | 06/08/2021 |
| <i>Notes:</i> | | | | | |
| 10/29/19 | Training in the MTSS process | | | Nancy Fields | 06/08/2021 |
| <i>Notes:</i> | | | | | |

| | 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: | | | Currently, ITES is a PBIS school and incorporates positive behavior interventions to support students throughout the day. We have a MTSS action team that monitors behavior and sets goals for student behavior each nine weeks. ITES is also a Leader in Me school that uses and incorporates the 7 Habits to support students with their behavior and managing their emotions. Our goal this year is to support teachers with needed interventions to support students with their emotional needs. | Limited Development 10/29/2019 | | |
| How it will look when fully met: | | | <ul style="list-style-type: none"> Teachers implement PBIS interventions with fidelity MTSS team develops a bank of interventions for teachers to use to support students Teachers use habit time lessons to support students with ways to manage their emotions Teachers use habit time lessons, class meetings, and social studies lessons to teach students how their emotions impact others | | Ann Shepperd | 06/08/2021 |
| Actions | | | | 0 of 4 (0%) | | |
| | 10/29/19 | Use teachable moments and class meetings to explore the idea that all people experience emotions (anger, happiness, jealousy...) | | | Ann Shepperd | 06/08/2021 |
| <i>Notes:</i> | | | | | | |
| | 10/29/19 | Teachers will use habit time to teach the 7 habits and incorporate lessons on how students can manage their emotions | | | Ann Shepperd | 06/08/2021 |
| <i>Notes:</i> | | | | | | |
| | 10/29/19 | MTSS team will develop a bank of interventions that teachers can use to help support students manage their emotions | | | Ann Shepperd | 06/08/2021 |
| <i>Notes:</i> | | | | | | |
| | 10/29/19 | Teachers can use class meetings, habit time, and social studies lessons to teach students how their emotions and behavior impacts themselves and others | | | Ann Shepperd | 06/08/2021 |
| <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> | | Teachers currently have input in deciding on the professional development offerings. Teachers are empowered to have voice and choice in PD offerings. Teachers lead school-based PD and provide feedback on its effectiveness on improving instructional practices. | Limited Development 10/26/2019 | | |
| <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> | | The LEA has an LEA Support and Improvement Team. | Full Implementation 10/25/2019 | | |
| 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> | | The Leadership team has full implementation of this indicator with shared leadership teams across the school which ensure leadership capacity and empowerment for all community participants. | Full Implementation 10/25/2019 | | |

| 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> | | The school has established a team structure among teachers with specific duties and time for instructional planning. However, some PLCs are more efficient and intentional with time than others. (ie. agenda, team roles, following norms, etc.) | Limited Development 10/26/2019 | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Actions</i> | | | | | |
| <i>Notes:</i> | | | | | |

| 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> | | The principal monitors curriculum and classroom instruction regularly and provides timely and clear constructive feedback to teacher using digital feedback documents, hand-written feedback documents, and PLC feedback during planning. | Full Implementation 10/25/2019 | | |

| 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> | | 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. However, the school has limited action on the data. We are data rich, but information and action poor. | Limited Development 10/26/2019 | | |
| <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 teacher turnover rate at ITES is low. We maintain approximately 97% of teachers each year. This is a win. However, we also recognize that as a school, we should be growing our current staff to future ready leadership and have a succession plan in place for filling positions as they become available and vacant. | Limited Development 10/26/2019 | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Actions</i> | | | | | |
| <i>Notes:</i> | | | | | |

| 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> | | The school initiates communications with parents and the community at large. We need to survey our parents to find out what resources they would like to support their children at home. | Limited Development 10/26/2019 | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Actions</i> | | | | | |
| <i>Notes:</i> | | | | | |