

Comprehensive Progress Report

Mission:

Poplin Elementary prepares students to understand, contribute to, and succeed in a rapidly changing society, thus making the world a better and more just place.

All members of our Poplin Learning Community, including staff and students, will work collaboratively to connect their learning to real world issues and problems. Staff will teach, model and assess critical thinking skills so that students become agents of their own learning with the ultimate outcome being that students and staff will become respectful life long learners who are resilient in the face of changing expectations in a changing world.

Vision:

Goals:

All students will work within their House Teams to build social emotional learning for themselves and others.

All classrooms will be working on STEAM learning throughout their curriculum when possible. All grade levels will participate in a Family STEAM night and all students will participate in our school-wide science fair.

All members of staff and all students will contribute positively to the cohesive culture at our school. We will work together to build community and teamwork towards each other and Poplin Elementary School.



| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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> | | <p>Established a school wide positive behavior system.</p> <p>Data sheets have been created to collect quantifiable data on student behavior.</p> <p>Students are all sorted into one of hour houses. Students will have the ability to earn points for their house.</p> | Limited Development 09/17/2019 | | |
| <i>How it will look when fully met:</i> | | <p>Teachers will utilize data from new STAR behavior charts and/or Think Sheets to determine area(s) where reteaching opportunities exist for reinforcing positive behaviors</p> <p>Responses to google survey will be imported to an Excel spreadsheet to monitor implementation and follow trends.</p> | | Wendy Loken | 05/31/2021 |
| Actions | | | 0 of 3 (0%) | | |
| | 10/8/19 | Teachers will use STAR behavior chart and/or Think Sheets to conduct an end of the week class meeting which addresses a current area of need for the class as a whole. | | Indicator Team | 05/31/2021 |
| <i>Notes:</i> | | | | | |
| | 10/8/19 | Teachers will complete a google survey on a monthly basis indicating at least one area of behavior that was addressed that month. These behaviors should tie in to STAR. Jeans pass or House Points will be used as an incentive for teachers to participate. | | Indicator Team | 05/31/2021 |
| <i>Notes:</i> | | | | | |
| | 9/21/20 | Teachers will utilize STAR charts to determine if behaviors are improving/changing due to addressing the area of need at weekly class meetings. | | Wendy Loken | 05/31/2021 |
| <i>Notes:</i> | | | | | |

| 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 | |
| <i>Initial Assessment:</i> | | PLCs Grade level planning Instructional facilitator Interventionist Professional development County pacing guides NC Check-ins | Limited Development 09/17/2019 | | | |
| <i>How it will look when fully met:</i> | | | | | | |
| <i>Actions</i> | | | | | | |
| <i>Notes:</i> | | | | | | |

| 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 | |

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| Initial Assessment: | PLCs to discuss strategies and progress Goals based on data (PLC) Benchmarks, NC Check-ins, Pre/post tests, I-Ready, Running records Intervention/enrichment fluidity of groups based on data BOG/EOG scores Data dashboard Interventionist/Instructional coach LLI | Limited Development 09/17/2019 | | |
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| <p>How it will look when fully met:</p> | <p>2019-2020: Teachers will have common plans across grade levels by communicating and sharing ideas for Core Instruction (Tier I). Intervention at the Tier II level will take place during a separate I/E in small groups in addition to Core Instruction. Intervention at Tier III will take place on top of Tier I and Tier II instruction as a more intense, individualized plan.</p> <p>Step 1: Core Lesson Plans/ Small Group Instruction Plans- bring student concerns to PLC with data from Core Instruction</p> <p>Step 2: Grade Level decides student moves to Tier II based on formal assessments, grades, and classroom observations.</p> <p>Step 3: Contact MTSS/Interventionist for Intervention Folder and alert letter sent home.</p> <p>Step 4: Data Collected In Intervention folders for Tier II-teachers will collect at least 6 data points and record duration and frequency of intervention. PLC Team will meet to discuss student progress to decide if the interventions are working or need changing.</p> <p>Step 3: If the student does not show progress in Tier II, then move to Tier III where MTSS/Interventionist will hold a Meeting with Counselor, n Interventionist, Teacher, EC, administrator Teacher to come up with an individualized plan.</p> <p>2020-2021:</p> <p>All teachers will use the Istation reading and math data to determine the main deficit across each grade level. Based on this data, teachers will create a Core Foundational Instructional Plan to address the major needs of the students as a grade level.</p> <p>All teachers will be informed of the Tier system protocol when moving students throughout the tiers. Teachers will be given a document to follow that will guide them through the Tier process.</p> | | <p>Suzanne Wilson</p> | <p>05/31/2021</p> |
| <p>Actions</p> | | <p>4 of 6 (67%)</p> | | |
| <p>10/8/19</p> | <p>Collect data in intervention folders.</p> | <p>Complete 05/31/2020</p> | <p>Suzanne Wilson</p> | <p>05/31/2020</p> |
| <p>Notes:</p> | | | | |

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| 10/8/19 | Input Data on Dashboard- formal assessments, intervention data. | Complete 05/31/2020 | Suzanne Wilson | 05/31/2020 |
| | <i>Notes:</i> | | | |
| 10/8/19 | Make instruction and intervention decisions based on student data | Complete 05/31/2020 | Suzanne Wilson | 05/31/2020 |
| | <i>Notes:</i> | | | |
| 10/8/19 | MTSS PD will be given to staff for Tier II and Tier III interventions for Reading and Math | Complete 04/30/2020 | Suzanne Wilson | 05/31/2020 |
| | <i>Notes:</i> | | | |
| 10/29/20 | Each grade level will complete their Core Foundational Reading and Math Plan. | | All Classroom Teachers | 11/06/2020 |
| | <i>Notes:</i> | | | |
| 10/29/20 | Create a Tier 1, 2 and 3 plan that will guide teachers in knowing the correct protocol for how to move students correctly through the Tier system. | | Gillian Bossard | 12/18/2020 |
| | <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 |
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| Initial Assessment: | | | <p>School counselor does classroom lessons focused on social and emotional learning</p> <p>STAR Patriot behavior expectations</p> <p>Sensory room</p> <p>Sensory path</p> | Limited Development 09/17/2019 | | |
| How it will look when fully met: | | | <p>When fully met all teachers will have strategies to use when needed to work with a student with emotional needs in their classrooms. All teachers will have a procedure of what to do with different situations within their classrooms.</p> <p>The information that will be provided as evidence that this objective is fully met will be the agendas for staff professional development sessions focused on strategies to use in the classroom to guide students in managing their emotions. Additionally, classroom walk through data will be used as evidence to demonstrate that teachers are employing the strategies that were taught during professional development sessions in their classrooms.</p> | | Jennifer Glahn | 05/31/2021 |
| Actions | | | | 2 of 5 (40%) | | |
| | 10/10/19 | Schedule professional development sessions with staff | Complete 10/18/2019 | Jennifer Glahn | 10/31/2019 | <i>Notes:</i> |
| | 10/10/19 | Research school wide programs | Complete 05/31/2020 | Indicator Team | 05/31/2020 | <i>Notes:</i> |
| | 9/24/20 | Trauma Informed Care Staff PD based on the book Fostering Resilient Learners. | | Jennifer Glahn | 05/28/2021 | <i>Notes:</i> |

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| | 9/24/20 | Indicator team reads and learns about the Zones of Regulation curriculum. | | Indicator Team | 05/28/2021 |
| <i>Notes:</i> | | | | | |
| | 9/24/20 | Indicator team creates a staff PD (curriculum/outline) on how to implement Zones of Regulation for the 2021-2022 school year. | | Indicator Team | 05/28/2021 |
| <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 |
| Initial Assessment: | | | <p>Transitions from Pre-K to Kindergarten with staggered entry days</p> <p>Transition from 5th grade to middle school with a school visit</p> <p>Middle school principal comes and speaks with students about middle school</p> | Limited Development 09/17/2019 | |
| How it will look when fully met: | | | <p>Kindergarten teachers will have data that indicates the extent of the student's experiences prior to school entry. Teachers of new students will have a questionnaire that parents fill out giving the teacher more information about the new student's prior academic and social/emotional experiences.</p> <p>We will need the questionnaires developed and collected by teachers .</p> | | Meredith Hagerty 05/31/2021 |
| Actions | | | | 6 of 7 (86%) | |
| | 10/10/19 | Develop transfer student parent questionnaire | Complete 10/07/2019 | Vidal, Conti, Hagerty, D. Moore, Holsman | 10/10/2019 |
| <i>Notes:</i> | | | | | |
| | 10/10/19 | Identify current 5th grade school record transfer process | Complete 06/30/2020 | Meredith Hagerty | 01/31/2020 |
| <i>Notes:</i> | | | | | |
| | 10/10/19 | Standardize the EOY criteria for placement cards in upper grades | Complete 02/27/2020 | Conti and Butters | 02/28/2020 |
| <i>Notes:</i> | | | | | |

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| 10/10/19 | Develop K entry parent questionnaire | Complete 10/30/2019 | Butters, Estevez, Gomez, Hailey, Meneses, and Reyn | 05/31/2020 |
| <i>Notes:</i> | | | | |
| 9/24/20 | Develop a data sheet to help teachers learn about students transferring from Plan D to Plan A. | Complete 10/16/2020 | Hagerty, Holsman, Reynolds, Butters, Gomez | 10/16/2020 |
| <i>Notes:</i> | | | | |
| 9/24/20 | Develop a data sheet to help teachers learn about students transferring from Plan B to Plan D/A - (B to A only if the child's HR teacher is changing). | Complete 10/16/2020 | Hagerty, Conti, Moore, Hailey | 10/16/2020 |
| <i>Notes:</i> | | | | |
| 9/24/20 | Edit placement card to include Virtual Academy comments and data. | | Indicator Team | 03/31/2021 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Strategic planning, mission, and vision |
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| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | Site-based team Committees MTSS Instructional facilitator PLCs PTA Community partners Dr. Topper | Full Implementation 09/17/2019 | | |
| 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 |

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| Initial Assessment: | Meet consistently with leadership team once a month Meet consistently as grade level leaders Meet consistently in PLCs to look at data and unpack instruction (70 minutes weekly) Meet each month as a full staff Poplin was just named #24 of 25 top elementary schools in the Charlotte area | Full Implementation 09/17/2019 | | |
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| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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> | | <p>Teams are involved in PLCs</p> <p>Teams have 70 minutes of planning weekly</p> <p>Teams complete grade level agendas and minutes</p> <p>Teams plan and collaborate together effectively</p> <p>Grade levels analyze data and create student I/E groups based on student needs and revise, reorganize and reanalyze as needed</p> | Limited Development 09/17/2019 | | |
| <i>How it will look when fully met:</i> | | <p>After data collection, information will be shared with the whole staff to ensure that new staff are aware of specific duties of each team member.</p> <p>Action: Data Collection and analysis to be shared with admin. Define roles & what information is covered in meetings for Staff, PLC's and Grade level meetings. Develop a shareable document of staff roles and committees within our school.</p> | | Kristen Carey | 05/31/2021 |
| Actions | | | 0 of 3 (0%) | | |
| | 9/25/20 | To share survey results with committee members and decide what data is relevant to our current situation regarding COVID - due by next meeting October Indicator Meeting 2020. | | Indicator Team | 11/30/2020 |
| <i>Notes:</i> | | | | | |
| | 9/25/20 | Using relevant collated data based on our meeting, we will share the survey results with Admin and Amy Weddine, for their feedback. | | Kristen Carey | 11/30/2020 |
| <i>Notes:</i> | | | | | |

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| 9/25/20 | Committee to create a shareable staff directory. Each member from their grade level to collate this information to include who is responsible for planning which subject per grade level, list of committees and members, who handles which fundraiser, who to ask for help using different devices, who to contact for the available services for students, grade-level chairs, all the acronyms, number of observations to expect, etc. This information to be shareable and live document. | | Indicator Team | 11/30/2020 |
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| Core Function: | Dimension B - Leadership Capacity | | | |
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| Effective Practice: | Monitoring instruction in school | | | |
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| | 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 |
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| <i>Initial Assessment:</i> | | | Observation/evaluation cycle is followed as per county guidelines Walk-throughs with occasional notes Visits from Central Office Principal sits in on PLC meetings | Limited Development 09/17/2019 | | |
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| <i>How it will look when fully met:</i> | | | | |
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| <i>Actions</i> | | | | |
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| 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 |
| <i>Initial Assessment:</i> | | <p>Jolly Phonics was implemented after looking at data points from mClass (K-2)</p> <p>Administration analyzed EOG data and decided to departmentalize 5th grade based on the results</p> <p>Data is collected on the data dashboard and students are placed in intervention/enrichment groups based on this data</p> | Limited Development 09/17/2019 | | |
| <i>How it will look when fully met:</i> | | Teachers are consistently looking at data as a way to drive instruction. Professional development is offered based on the schools/teachers needs. Professional development is aligned with the overall outcomes we want to achieve. | | Meredith Hagerty | 05/31/2021 |
| <i>Actions</i> | | | 0 of 2 (0%) | | |
| | 10/29/20 | <p>Create a feedback form for staff to fill out- Due on November 3rd</p> <p>A. How comfortable is the staff with iStation</p> <p>B. How does the staff currently use iStation to meet student needs</p> <p>C. What would the staff like to know more about regarding iStation</p> <p>d. Individual staff goals regarding what they want out of iStation PD</p> <p>e. What staff resources have been created that can be shared to help utilize iStation</p> <p>f. Would staff be willing to share how they made iStation work for them</p> | | Indicator Team | 11/03/2020 |
| <i>Notes:</i> | | | | | |

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| 10/29/20 | Find a way to procure Professional Development on iStation. On ways to interpret data and how we can use this information and the program to better differentiate and meet the needs of our students. | | Indicator Team | 12/31/2020 |
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| Core Function: | Dimension C - Professional Capacity |
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| Effective Practice: | Talent recruitment and retention |
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| 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 |
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| <i>Initial Assessment:</i> | | Administration attends career fairs Administration are Habberman trained NCEES is used for evaluating staff The leadership team conduct walk-throughs Staff are rewarded frequently throughout the year Administration uses county guidelines for putting staff on action plans for improvement and sometimes, dismissal | Full Implementation 09/17/2019 | | |

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| Core Function: | Dimension E - Families and Community |
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| Effective Practice: | Family Engagement |
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| 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 |
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| <p>Initial Assessment:</p> | <p>Open house</p> <p>Curriculum night</p> <p>Facebook, Twitter and Instagram</p> <p>Parent/teacher conferences</p> <p>ConnectEd messages</p> <p>Newsletters</p> <p>Agenda</p> | <p>Limited Development 09/17/2019</p> | | |
| <p>How it will look when fully met:</p> | <p>Describe how the objective will look when fully met.</p> <p>All parents/guardians will be invited to bring their children to school for an evening of STEAM activities provided by teachers and staff.</p> <p>All students will participate in a Science Fair by conducting a science experiment with the class, small group/partner, or individually.</p> <p>Administration will send a weekly ConnectEd message to families to inform them of important dates/events for the week.</p> <p>Grade Level Parent Tutorials will be posted on the Poplin Home Page at least once per grading period. Teachers will inform parents in the newsletter when they are available.</p> <p>K: Jolly Phonics</p> <p> 1: Jolly Grammar</p> <p> 2-4: Math/Reading Strategies</p> <p> 5: Math/Science Strategies</p> <p> EC: Coping Strategies</p> <p>Weekly Newsletter from teachers with important upcoming dates and curriculum focus for the week</p> <p>Curriculum Night: Parents are invited to meet with teachers to learn about expectations and major points of the grade level curriculum</p> <p>5th Grade Weekly Report: A weekly sheet will go home with grades and</p> | | <p>Shelley Holland</p> | <p>05/31/2021</p> |

a student goal with a resource given. Parent, teacher, and student sign.

Agenda as daily communication: Parents and teachers should sign the agenda daily. Any important papers for parents should be stapled in the agenda. (to be decided among grade level)

Describe the information (data) you will need to provide evidence that this objective is fully met.

Photos of STEAM Night and Science Fair, Posts of Video Tutorials, Electronic copies of newsletters, slides from Curriculum Night, signatures in agendas, completed/signed 5th grade reports

Actions

6 of 10 (60%)

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| 10/10/19 | Curriculum Night | Complete 09/17/2019 | Indicator Team | 09/19/2019 |
| <i>Notes:</i> | | | | |
| 10/21/20 | STEAM Night: Parents and students are invited to participate in STEAM activities. | Complete 10/21/2020 | All Classroom Teachers | 11/21/2019 |
| <i>Notes:</i> | | | | |
| 10/21/20 | Teachers will include an outside source for parents at least once per month in the weekly newsletter. (video tutorial, article, etc.) | Complete 02/26/2020 | All Classroom Teachers | 05/31/2020 |
| <i>Notes:</i> | | | | |
| 10/10/19 | Agenda as daily communication | Complete 03/15/2020 | Indicator Team | 05/31/2020 |
| <i>Notes:</i> | | | | |
| 10/10/19 | Weekly Connect Ed from Administration | Complete 05/31/2020 | Shelley Holland | 05/31/2020 |
| <i>Notes:</i> | | | | |
| 10/10/19 | Weekly Newsletter: Classroom teachers will communicate important upcoming dates and curriculum info to parents | Complete 05/31/2020 | Indicator Team | 05/31/2020 |
| <i>Notes:</i> | | | | |
| 9/24/20 | Parent as Canvas Observer | | All Classroom Teachers | 05/31/2021 |

Notes: 50% by 1/31/21
75% by 5/31/21

9/24/20 Morning Broadcast posted on Poplin website for virtual students/parents.

Shelley Holland

05/31/2021

Notes:

9/24/20 Monthly Lunch Bunch or check-in with Virtual Students (Guidance Counselor or Admin).

Jennifer Taylor,
Jennifer Glahn,
Administration

05/31/2021

Notes:

10/21/20 Monthly News from the Nurse (share on Broadcast and Poplin website)

Shelley Holland

05/31/2021

Notes: