

## Comprehensive Progress Report

**Mission:**

District: Preparing all students to succeed

School: A collaborative learning environment where students are engaged and empowered to set and attain academic and personal goals.

**Vision:**

District: Preparing all students to succeed

School: Inspiring Learners, Empowering Leaders

**Goals:**

Implementation of engagement techniques throughout the school to encourage a positive learning climate, hold students accountable for high expectations, and improve instruction and student outcomes by engaging learners consistently across the school.

Improve literacy achievement for all students by at least one year of growth.

Improve math achievement for all students by at least one year of growth.



! = 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>		Leader in Me lessons, morning meetings, a fulltime BMT to work with tier 2 and 3 students, staff development each year focused on positive discipline and proactive measures.	Limited Development 10/15/2021		
<i>How it will look when fully met:</i>		All teachers will use the "LEAD" acronym for classroom expectations. (Listen, engage with others, act safely, demonstrate responsibility) A matrix for the entire school building is created to include what it means to LEAD in all areas (EX. playground, dismissal, cafeteria, etc.) Teachers will teach expectations at the beginning of the year using Leader in Me lessons and then throughout the year during morning meetings. Tier 2 and Tier 3 students will be identified through the MTSS framework with classroom observations, teacher input, and office referrals. We will continue to have staff development on ways to proactively manage student behavior and positive discipline.		Holly Beane	04/29/2022
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	10/26/21	Our LIM curriculum action team will develop lesson plans for all grade levels for the first 8 days of school. These lessons will teach expectations and build classroom community.	Complete 08/23/2021	Kayla Haywood	08/23/2021
<i>Notes:</i>					
	10/26/21	Coaching days with our LIM coach		Elizabeth Phifer	04/29/2022
<i>Notes:</i>					

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:**

Our grade level teams plan weekly (some twice a week) to plan instructional units for their students. Teachers plan long term units in reading, math, science, and social studies. Teachers begin by identifying the essential standards students should learn during the unit. Then the teachers use the unpacking guides to determine exactly what a proficient student must be able to do. Teachers then break the standards down into sequential learning by writing learning intentions and success criteria. Teachers give formative assessments to determine students' level of understanding of a skill or content before beginning the unit. Students are also given end of unit assessments to determine mastery of standards. Students who may need more time with a standard will work in small group with the teacher or tutor to remediate.

At the beginning of the year, grade levels met with the grade level below and the grade level above them for vertical planning sessions. Teams looked at what skills students should be learning in the previous grade before they came to them. Grade levels were able to have discussions about what standards students may be weak in due to lack of instructional time during the pandemic. Grade levels could then anticipate struggles students may have with grade level content and account for that when planning lessons.

Full Implementation  
10/26/2021

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>		Created an MTSS core team of admin, counselor, EC teachers, psychologist, teachers, and support specialists. Grade levels currently assess students on benchmark assessments beginning of the year, middle of the year, and end of the year. Information gained from these assessment help identify students who may be in need of additional support. Tutors have been hired and schedules are in place for them to work with at risk students. Progress monitoring is taking place to ensure fidelity of intervention. A data dashboard has been created as an Early Warning system to identify students at risk.	Limited Development 10/26/2021		
<i>How it will look when fully met:</i>		Full implementation of the MTSS framework: <ul style="list-style-type: none"> <li>• Data Dashboard created and used for EWS</li> <li>• Benchmark data gathered BOY, MOY, and EOY</li> <li>• Core plans are written in BOY and updated 3 times throughout the year.</li> <li>• MTSS meetings are taking place monthly.</li> <li>• Support personnel are being used where appropriate (counselor, psychologist, BMT, social work, instructional coaches)</li> <li>• Less EC referrals due to fidelity of intervention</li> </ul>		Stephanie Funderburk	04/29/2022
<b>Actions</b>			<b>2 of 3 (67%)</b>		
10/26/21	Create (update) core plan for each grade level		Complete 10/27/2021	Nicole Darko	10/22/2021
<i>Notes:</i> Grade level teams will analyze data gathered at BOY and quarterly to create core plan to address greatest need of most students.					
10/26/21	Hold MTSS meetings monthly to review data, progress monitoring, and discuss students.		Complete 10/22/2021	Stephanie Funderburk	10/22/2021
<i>Notes:</i>					
10/26/21	Grade level teams meet to discuss data, progress monitoring and update core plans			Nicole Darko	04/29/2022
<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
<i>Initial Assessment:</i>			As a leader in me lighthouse school, we offer ongoing training for students/staff/parents in the 7 habits of highly effective people/students. We have morning meetings to assure students are addressing the classroom community issues.	Limited Development 10/17/2019		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			<p>Morning meetings daily, student goal setting, social emotional learning embedding in lessons throughout the entire school day as needed.</p> <p>Teachers are fully utilizing all paradigm shifts with students in their goal setting and student led conferences. Building the morning mindset into morning meetings to build leadership.</p> <p>Student leadership teams are created and have created videos to share with students. Student ambassadors and student lighthouse leaders are in place.</p> <p>Parent training is being implemented monthly virtually on the 7 habits.</p> <p>The lighthouse action teams meet monthly and have big rocks outlined and planned steps, to continue our ongoing implementation of Leader in Me.</p>	<b>Objective Met 10/25/21</b>	<b>Cathy Haney</b>	<b>11/15/2020</b>
<b>Actions</b>						
	10/7/20	Coordinate professional development opportunities for our staff that are either staff led or contracted through Leader In Me to refine practices.		Complete 03/13/2020	Cathy Haney	06/01/2020
<i>Notes:</i>						
<i>Implementation:</i>				10/25/2021		

<b>Evidence</b>		10/7/2020 Sustained identification as a Lighthouse School, continuation of initiatives such as student roles, data notebooks, accountability partners, morning meetings, and ongoing leadership conversations that permeate through the entire school day.			
<b>Experience</b>		10/7/2020 Family Lighthouse Team was established, implemented Car Talk and weekly leadership texts to families, opportunities led by the counselor to help parents learn more about LIM and how it translates into the home.			
<b>Sustainability</b>		10/7/2020 Continuous training for teachers, opportunities for more families to participate in leadership events, and reviewing important components in class as needed.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		5th grade students attend information sessions and guided tours at the middle school.  Kindergarten students and parents are invited to attend an open house in the spring in preparation for the following school year.	Limited Development 10/26/2021		
<b>How it will look when fully met:</b>		Students will be knowledgeable and prepared about their move to the next grade level. 5th grade students will have opportunities to tour and attend information sessions at the middle schools we feed into. Future Pre-K and K students will have the opportunity to attend an in person open house in the spring or summer of each year. Families will learn valuable information about the school, curriculum information and how to best prepare for the first year in school. Other grade levels (1st-4th) will get the opportunity to see what their next year of school will be like. This could possibly be done through visits to the next grade level's classrooms or by meeting with students in that current grade level.		Sabrina Parra	05/10/2022
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/26/21	Schedule dates for 5th grade students to tour middle schools			Sabrina Parra	04/15/2022
<i>Notes:</i>					
10/26/21	Schedule times for other grade levels (1st-4th) to experience their next grade level			Mary Beth Fincher	04/15/2022
<i>Notes:</i> Students could write letters to rising students; visits in classrooms; visits from teachers;					
10/26/21	Schedule open house for rising Pre-K and K students			Cathy Haney	05/30/2022

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We have members of our staff who serve on various district committees.	Limited Development 10/26/2021		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<p>Notes:</p>					

	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
<b>Initial Assessment:</b>			Our leadership team is meeting to analyze data once per month but we need to include an additional meeting on walkthrough feedback and data. This will focus on our data analysis to drive effective instructional practices.	Limited Development 10/22/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			The team will have agendas and documented outcomes from each meeting relating to data analysis and effective instructional practices taking place throughout the school.	<b>Objective Met 10/15/21</b>	<b>Stephanie Funderburk</b>	<b>12/20/2021</b>
<b>Actions</b>						
	10/29/20	Two meetings have occurred, agendas created for each meeting with specific desired outcomes to have MTSS up and running effectively. Meetings continued to analyze data and determine students in tiered instruction with universal screeners.		Complete 06/01/2021	Stephanie Funderburk	06/01/2021
<i>Notes:</i>						
<b>Implementation:</b>				10/15/2021		
	<b>Evidence</b>	10/15/2021				
	<b>Experience</b>	10/15/2021				
	<b>Sustainability</b>	10/15/2021				



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 master schedule, meeting expectations and guidelines to allow for common PLC planning time and collaborative work to take place is outlined in our master calendar and staff handbook.	Limited Development 10/22/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The schedule, agendas, week in previews will be uploaded as outcomes of weekly PLC planning taking place on each grade level 2 x per week. As well as agendas and documentation of grade level days of planning embedded in the calendar to assure in depth collaborative work is taking place around planning/creating success criteria.	<b>Objective Met 10/25/21</b>	<b>Sherry Richardson</b>	<b>12/20/2021</b>
<b>Actions</b>					
	10/29/20	Master schedule created with support and enrichment built in.	Complete 10/29/2020	Sherry Richardson	10/01/2020
<i>Notes:</i>					
<b>Implementation:</b>			10/25/2021		
	<i>Evidence</i>	10/25/2021			
	<i>Experience</i>	10/25/2021			
	<i>Sustainability</i>	10/25/2021			

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

<b>Initial Assessment:</b>	The principal and assistant principal conduct formal and informal observations of staff according to the guidance from NCEES. Each fall teachers create a professional development plan with goals to improve their performance in the classroom. Observations take place throughout the school year. Teachers meet with their observer within 10 days of the observation to discuss the rubric and their observation. Teachers have the opportunity to share artifacts that showcase their work and the observer offers feedback with noted strengths and weaknesses. In addition to informal and formal observations, the principal and assistant principal complete classroom walkthroughs to maintain a presence throughout the school building. The goal is for each teacher to have a walkthrough by the principal and assistant principal at least once a week.	Full Implementation 10/26/2021		
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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!	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
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<b>Initial Assessment:</b>	The team will complete all walkthrough visits for feedback on instructional practices and compare this to student outcomes and rate of progress to assure the alignment of professional development is improving the core instructional program.	Limited Development 10/22/2019		
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<b>How it will look when fully met:</b>	The team will include summative data, NC check ins, survey data, informal assessments and exit tickets to measure progress of students and analyze effectiveness of implementation.		Cathy Haney	12/20/2021
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/26/21	Data team will meet quarterly to discuss data gathered and to assign a focus for walkthroughs.		Cathy Haney	12/21/2021

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
<i>Initial Assessment:</i>		The team will discuss grade level needs each year and develop a plan for placement of and hiring new staff members. The team will also create a plan for onboarding new staff to the ways of Rocky River.	Limited Development 10/22/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		-The leadership team will create a plan for retaining, recruiting, and hiring new staff members.  The leadership team will assign roles for onboarding new staff.  New staff will be surveyed to discuss the transition process for feedback for improvement to the plan.	<b>Objective Met 06/17/21</b>	<b>Sherry Richardson</b>	<b>05/30/2021</b>
<b>Actions</b>					
	10/29/20	-Team building activities with virtual scavenger hunts	Complete 06/17/2021	Sherry Richardson	05/30/2021
<i>Notes:</i>					
<b>Implementation:</b>			06/17/2021		
<i>Evidence</i>	6/17/2021	All staff has a voice in hiring decisions to help us in continue creating a staff with a shared/unified vision.			
<i>Experience</i>	6/17/2021	The site based team meets regularly with administration to discuss open positions and support in hiring on interview teams			
<i>Sustainability</i>	6/17/2021	Each team member has been givent the schedule, grade level assignments, and provided support in hiring as necessary.			

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>			Our lighthouse team has a parent involvement team and will share all efforts to include families in events within the school setting.	Limited Development 10/17/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
<i>How it will look when fully met:</i>			<p>We will involve a high percentage of families in school decision making and event attendance.</p> <p>Lighthouse community engagement team plan- Events throughout the year planned and outcomes. We will collect sign in sheets from events and conferences to document participation. Other communications will also be used as evidence such as newsletters, car talk, and ConnectEd messages.</p> <p>Our annual One School, One Book event which includes information for parents about how to help with reading at home, the curriculum in each grade level, promotes family reading time at home.</p>		<b>Stephanie Funderburk</b>	<b>11/05/2021</b>
<i>Actions</i>				<b>0 of 2 (0%)</b>		
	10/26/21		One School, One Book event to share curriculum resources with families and promote a love of reading.		Keri Stevens	04/29/2022
			<i>Notes:</i>			
	10/26/21		Weekly ConnectEd messages about school events		Stephanie Funderburk	05/30/2022
			<i>Notes:</i>			
<i>Implementation:</i>				10/25/2021		
	<i>Evidence</i>		10/25/2021 Attendance at open house and student led conferences this fall.			

<p><b><i>Experience</i></b></p>	<p>10/25/2021  Our Family Engagement Action Team came up with a plan to address this area of concern. They identified barriers that keep families from getting involved. We ensured all communications sent home (newsletters, emails, ConnectEd) were translated into Spanish. We also included as many staff member as possible that speak Spanish on the Action Team.</p>			
<p><b><i>Sustainability</i></b></p>	<p>10/25/2021  The pandemic has proved to make this objective difficult to maintain. Parents are excited and eager to come back in the building to have experiences with their children in the school. We will be restarting our Terrific Kid award program, inviting parents in for student-led conferences, and holding our annual One School, One Book event. These are traditions that will be continued in addition to new school sponsored events to keep our level of family engagement high.</p>			