

Comprehensive Progress Report

Mission:

#bettertogether to be #empowered and #futureready

Vision:

We strive to be the premier educational school in the state of NC and the nation.

Goals:

Utilize PLC process to implement the Empowered framework in core instruction in 100% of our classrooms as supported by 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.

Own clear structures for PLC practices surrounding planning and the problem solving cycle will be fully implemented by 100% of the 3-5 grade level teams as supported by B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

Clearly grow each student in core subjects across a year to meet the 80% proficiency goal for core instruction as supported by A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Create a culture of trust and relationship with 100% of our team members as supported by C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Teams align the PLC process to the Empowered framework by connecting, collaborating and creating to develop units of study in 80% of units as supported by A2.04: Instructional teams develop standards-aligned units of instruction for each subject and grade level.



! = 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> | | <p>Full PBIS Model employed.</p> <p>https://docs.google.com/document/d/1Y7rX_9UbyCht_9Z8AL8mQsllz1Cbk43gdy2MuTwoJxA/edit</p> | Limited Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | Not only will our PBIS structures be fully implemented and visible throughout the building, all team members will implement with effectiveness and fidelity. This will be monitored by data collection via Educators Handbook. | | Heather Davis | 10/15/2020 |
| <i>Actions</i> | | | | | |
| 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 |
| <i>Initial Assessment:</i> | | <p>https://docs.google.com/document/d/1WKENE0dMtbbNHVhTpbDf2aOl7dNGS0ETGzfnS94QPhg/edit</p> | Limited Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | PLC Agenda, grade level planning folders, data charting, Know it Show it Chart | | Heather Davis | 10/15/2021 |
| <i>Actions</i> | | | | | |

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 |
| <i>Initial Assessment:</i> | | Rolling out data charting protocol on 10/8/2019 Agenda for roll out | Limited Development 10/04/2019 | | |
| <i>How it will look when fully met:</i> | | Full implementation of data charting protocol will result in small group plans to be used for What I Need time and small group time during independent work sessions in reading and math | | Cheryl Petroff | 10/30/2020 |
| <i>Actions</i> | | | 1 of 5 (20%) | | |
| 10/14/19 | Teachers will participate in Data Charting training. They will know how to identify a power standard based on grade level data and how to identify student needs. | Complete 10/08/2019 | Grade Level Chair | 10/08/2019 | |
| <i>Notes:</i> | | | | | |
| 10/14/19 | Admin and ICF will walk through during WIN time and independent/small groups. | | Administration and ICF | 12/20/2019 | |
| <i>Notes:</i> | | | | | |
| 10/14/19 | PLCs will gather data and work to identify student needs and create plans to support the needs of each student | | Grade Level Chairs | 12/20/2019 | |
| <i>Notes:</i> | | | | | |
| 10/14/19 | Teachers will participate in Tier 3 training module | | Monica McGinniss | 12/20/2019 | |
| <i>Notes:</i> | | | | | |

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|---|---------------|--|--|------------------------------|----------------------|--------------------|
| | 10/14/19 | Teachers participate in Tier meetings regularly to track students data | | Monica McGinniss | 06/09/2020 | |
| | <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 |
| <i>Initial Assessment:</i> | | | Leader in Me roll out of 3 PD days on August 21-23, 2019. This introduced the seven habits to staff and students. | No Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | | 3 PD Day roll out took place where teachers learned to live the seven habits. Students and teachers have voice in choice. | | Melanie Moore | 10/30/2020 |
| Actions | | | | 1 of 4 (25%) | | |
| | 10/14/19 | Teachers participated in three day PD about LIM habits in August 2019 | Complete 08/23/2019 | Lori Robinette | 08/23/2019 | |
| | <i>Notes:</i> | | | | | |
| | 10/14/19 | Lighthouse team participates in LIM training with Sarah Anne twice a year | | Lori Robinette | 01/31/2020 | |
| | <i>Notes:</i> | | | | | |
| | 10/14/19 | Students were introduced to LIM with lessons the first 8 days of school and participate in daily habit time. | | Lori Robinette | 06/09/2020 | |
| | <i>Notes:</i> | | | | | |
| | 10/14/19 | Students and teachers have a choice in on going leadership roles throughout the building. | | Lori Robinette | 06/19/2020 | |
| | <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> | | We are bridging second to third grade by working with Shiloh Valley Primary. As well as bridging 5-6 with Sun Valley Middle through mentoring, building visits, principal visits and leadership team meetings. | Limited Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | Cross Grade level planning, events to celebrate transition from one building to another, teacher visits, reading and math data indicates growth 2-3rd and 5-6th grade. | | Melissa Simons | 10/30/2020 |
| <i>Actions</i> | | | | | |
| <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 |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | <p>Launching leadership PD Aug 21-23.</p> <p>All classrooms have school wide and student created class mission statements visible.</p> | Full Implementation 10/07/2019 | | |
| 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> | | Lighthouse team meets twice a month along with the schools Site Base Team | Full Implementation 10/07/2019 | | |

| 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> | | Using Shiloh Valley Playbook, and PLC protocol to backwards align planning to elevate the capacity of every certified team member. | No Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | PLC Agendas, google drive planning folders, data charting, | | Sara Correll | 10/30/2020 |
| Actions | | | 0 of 4 (0%) | | |
| | 10/14/19 | Big PLC time will occur once a month to allow for aligning pacing and backwards planning | | grade level chairs | 06/09/2020 |
| <i>Notes:</i> | | | | | |
| | 10/14/19 | PLC Protocol is implemented in planning. This allows all team members to participate in the planning process. | | grade level chairs | 06/09/2020 |
| <i>Notes:</i> | | | | | |
| | 10/14/19 | Big PLCs will utilize data charting process to determine individual needs of students. | | grade level chairs | 06/09/2020 |
| <i>Notes:</i> | | | | | |
| | 10/14/19 | PLCs will create a weekly agenda to utilize planning time and effectively work to meet the needs of students. | | grade level chairs | 06/09/2020 |
| <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> | | classroom walkthroughs, observations, attending PLC meetings | Limited Development 10/08/2019 | | |
| <i>How it will look when fully met:</i> | | walk through data checklist, observation data in NCESS, PLC planning template/protocol | | Cheryl Petroff | 10/30/2020 |
| Actions | | | | | |
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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 |
| <i>Initial Assessment:</i> | | <p>administrative leadership team have monthly meetings to notice patterns and trends in walkthrough data.</p> <p>aligning academics action team meets regularly to get the birds eye view of the school and the view is threaded down to each PLC.</p> | No Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | EOG Scores, NC Report Card, NC Check-ins, Educators handbook, attendance data | | Tim Burke | 10/30/2020 |
| Actions | | | 0 of 4 (0%) | | |
| | 10/14/19 | Regular walk throughs will be done by administration and ICFs to notice trends and gaps | | Administration | 06/09/2020 |
| | | <i>Notes:</i> | | | |
| | 10/14/19 | Admin teams and IC's will meet to review school wide data | | Admin team and ICF | 06/09/2020 |
| | | <i>Notes:</i> | | | |
| | 10/14/19 | Data action team regularly meets to discuss trends and gaps to bring to PLCs | | Tim Burke | 06/09/2020 |
| | | <i>Notes:</i> | | | |
| | 10/14/19 | Teachers use NC Check-In data to create small groups for WIN and independent time through data charting process | | Classroom Teachers | 06/09/2020 |
| | | <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> | | Attending job fairs, UNCC partnership, PBIS Ticket system for teachers, LIM Emotional Bank account deposits (jeans days), BT-Mentor Program, Professional Development aligned to Problem of Practice, Implement Shiloh Valley Schools Playbook | Limited Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | Low turnover in staff, Attendance of staff increases, increase of staff moral in teacher working conditions survey | | Melissa Simons | 10/15/2021 |
| <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> | | Full PTA board with monthly meetings Parent night including curriculum night, open house, community family nights, and parent conferences | Limited Development 10/07/2019 | | |
| <i>How it will look when fully met:</i> | | Implementation takes 3-5 years Parents will be on parent action teams, parent surveys | | Melanie Moore | 10/13/2023 |
| <i>Actions</i> | | | | | |

Notes: