Comprehensive Progress Report

Mission:

We will provide an environment where children's academic, social, and emotional needs are met, challenged, and celebrated.

Vision:

The Antioch staff will establish personal connections with students in order to assess their social and emotional needs. Ongoing assessment data will be used to determine their academic abilities. Our staff is currently undergoing training in the Science of Reading, and we are using this research to strengthening our students' foundational skills with "Code-Emphasis Instruction". Building foundational reading skills in students and teachers' knowledge of instructional practices in both word recognition and language comprehension is a priority for our school over the next few years.

Goals:

94% of AES students in grades K-3 will read at or above benchmark levels (mClass/DIBELS 8) by the End of Year assessment.

88% of AES students (4-5) will make a level 3, 4, or 5 on the North Carolina End of Grade Reading Assessment.

90% of AES students (K-5) will score at or above grade level on the End of Year iReady Math Assessment.

91% of AES students (3-5) will score a level 3, 4, or 5 on the North Carolina End of Grade Math Assessment.

Activity in the last 12 months

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.07	**Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Antioch is currently refining our data collection and analysis process.	Limited Development 10/13/2023		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Staff members will identify and address student needs as defined by the data that has been collected from universal screeners, diagnostic assessment, and progress monitoring.	**Objective Met 04/18/24**	**Nicholas Hayden**	**04/26/2024**
Actions				
11/6/23	We are creating a google form for staff to rate how often you use iReady Math Curriculum to use fine-grained data to tailor a learning path that meets personal interests and prior learning.	Complete 12/06/2023	Nicholas Hayden	12/06/2023
Notes:				
11/6/23	Discussion of ways teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.	Complete 02/14/2024	Nicholas Hayden	02/14/2024
Notes:				
11/6/23	Use data from initial survey to design Professional Development opportunities.	Complete 03/06/2024	Nicholas Hayden	03/06/2024
Notes:	Plan and deliver professional development.			
11/6/23	Post survey- compare to see if teachers ratings went up.	Complete 04/15/2024	Nicholas Hayden	04/15/2024
Notes:				
Implementation:		04/18/2024		

Evidence	4/15/2024 Google Forms Teacher and Student Survey https://docs.google.com/forms/d/11Yrx-RISK-pE2PwK37I2XMym-zvT4Rk_ACDZlw8aA2o/edit#responses Jam Board Teacher Workspace https://jamboard.google.com/d/1Thm10PBRZUsQhPlI2 oRqgFjCLVjgtWpsfvT0f-bOixM/viewer?f=0&pli=1 Survey of resources used by teachers https://docs.google.com/spreadsheets/d/1BhZYK32J8HoLSSskg24eZ5 HOHy8g8XtSTzpuIMOIgno/edit#gid=523898128			
Experience	4/15/2024 We felt that it was insightful. It was interesting to see who teachers felt about current resources available for instruction. It was great to see that students were thinking about future career paths that required higher education. The teachers came up with some unique ideas to help engage students during reading and math based on their wants and interests.			
Sustainability	4/15/2024 Annual check-ins and surveys for the staff would be beneficial. Time to talk to colleagues about the resources they have found or tried.			

		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The MTSS process needs continuous improvement and implementation for students in a prescribed manner as defined by data.	Limited Development 10/13/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Our school will identify and address the need for student intervention. Students will be placed and monitored in the appropriately Tier.		Jim Becht	04/01/2025
Actions				0 of 1 (0%)		
		10/14/24	Create a parent tutor system to support students in fourth grade with math facts.		Jim Becht	04/01/2025
	Notes:					
Implementation:				04/18/2024		
	Evidence		4/18/2024 This indicator will be continued during the 2024 -2025 school year.			
	Experience		4/18/2024 This indicator will be continued during the 2024 -2025 school year.			
	Sustainability		4/18/2024 This indicator will be continued during the 2024 -2025 school year.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			

	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:			The school will reflect on current practices and implement school wide routines and procedures to address this indicator.	Limited Development 06/16/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Students throughout the building will have a common understanding of routines and procedures. Rules will be implemented and enforced identically regardless of teacher or grade. G- Golden A- Act safely T- Thoughtful O- Orderly R- Respectful		**Kailea Baran**	**04/15/2025**
Actions				**0 of 2 (0%)**		
	10/14/24		Send acronym and meaning to grade level chairs to share and discuss with their teams Discuss how they relate to classroom rules already in place. Teach them to students.		Kailea Baran	10/31/2024
	Notes:		All teachers on the grade level will have learned the acronym and explained them to their class and how it relates to their classroom rules (including specials).			
	10/14/24		Create a poster/display to put into our classroom for display. Teach them to students.		Kailea Baran	11/28/2024
	Notes:		There will be a poster displayed in all classrooms and special area rooms with the "GATOR" acronym.			

Implementation:			06/06/2022		
Evidence		6/6/2022 See google folder.			
Experience		6/6/2022 Very involved process over several years.			
Sustainability		6/6/2022 School-wide strategies for consistency are necessary.			

		A2.20	**All teachers use appropriate technological tools to enhance instruction.(5306)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Ensure that all teachers are appropriately using technological tools.	Limited Development 09/12/2024		
How it will look when fully met:			Ensure that all teachers are appropriately using technological tools.		**Nicholas Hayden**	**04/25/2025**
Actions				0 of 1 (0%)		
		10/14/24	Survey state regarding technology tools that are currently being utilized.		Nicholas Hayden	04/01/2025
	Notes:					

		A2.21	**All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction. (5308)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction.	Limited Development 09/12/2024		
How it will look when fully met:			All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction.		**Lauren White**	**04/25/2025**
Actions				0 of 3 (0%)		
		10/14/24	Teachers will utilize mClass benchmark and results. They will progress monitor subtests to obtain proficiency levels.		Lauren White	04/01/2025
	Notes:					
		10/14/24	Teachers will utilize iReady diagnostic results to monitor growth and proficiency during the year through frequent growth checks.		Lauren White	04/01/2025

	Notes:				
	10/14/24	Teachers will communicate with parents to ensure proficiency and academic growth expectations around core subject areas.		Lauren White	04/01/2025
	Notes:				

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**				
	A4.22	**All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Staff inconsistently incorporate cultural background and culturally-relevant materials in the classroom.	Limited Development 10/13/2023		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		All teachers will be responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms.	**Objective Met 04/18/24**	**Kailea Baran**	**04/26/2024**
Actions					
	11/6/23	The team will research upcoming holidays celebrated (or cultural celebration months) in different cultures found in our school.	Complete 12/15/2023	Kailea Baran	12/15/2023
	Notes:	Create a running list of upcoming holidays in relation to other cultures/month celebrations.			
	11/6/23	The team will work with Cafe Connections to include cultural related trivia questions or fun facts.	Complete 01/31/2024	Kailea Baran	01/31/2024
	Notes:	Talk to Elden and Griffin about including some cultural fun facts or trivia questions in the weekly cafe connections (this should be about current holidays or specific "months" being celebrated). Have these in the slideshows weekly or bi-weekly.			
	11/6/23	The team will work with Morning Broadcast (announcements) to include cultural related fun facts. (Factual Friday)	Complete 01/31/2024	Kailea Baran	01/31/2024
	Notes:	Create a list of current cultural trivia facts of fun facts that can be shared on the morning broadcast. We can call it Factual Friday and do it in place of "would you rather". Talk to Kovach about this and send her the list of facts.			

11/6/23	The team will create a bulletin board in the school to highlight different cultures in relation to upcoming holidays or culture focus months (for example: Hispanic Heritage Month).	Complete 02/28/2024	Kailea Baran	02/28/2024
Notes:	Create a bulletin board to celebrate the cultural month celebrations (like Hispanic Heritage Month) in the hallway and rotate them monthly. Include fun facts related to that monthly focus. Create a new board at the beginning of each month.			
Implementation:		04/18/2024		
Evidence	4/18/2024 The cultural slides are in cafe connections weekly and teachers are teaching with both CKLA and IReady that connect to different cultures. https://docs.google.com/presentation/d/1UtBVnrnKsgjohmuC_0Nsbor9sS9U0Vonh2EnQpyyC10/edit?usp=drive_link			
Experience	4/18/2024 As a group we realized we are already incorporating a lot of different cultural backgrounds in our daily teaching and throughout the school. Everything we have implemented has been well received and we will continue to expand on our initial ideas.			
Sustainability	4/18/2024 Making sure we continue to use the cultural connection in IReady, teaching them about the different cultures in CKLA, updating the culturally related bulletin boards, and adding more to the cafe connection slideshow so it can start at the beginning of the year.			

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
A4.20	All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Our school inconsistently supports students to articulate personal aspirations.	Limited Development 10/13/2023		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Teachers will help students not only articulate but list aspirations in writing.	Objective Met 04/18/24	Lauren White	04/26/2024
Actions				
11/6/23	Google form sent out to staff members asking how student aspirations are implemented into curriculum.	Complete 04/15/2024	Lauren White	04/15/2024
Notes:	Google drive folders per grade level that share examples of how this is implemented in the classroom			
11/6/23	Google form sent out to parents asking how student aspirations are implemented at home.	Complete 04/15/2024	Lauren White	04/15/2024
Notes:	Google drive folders per grade level that share examples of how this is implemented in the classroom			
Implementation:		04/18/2024		
Evidence	4/18/2024			
Experience	4/18/2024 It allowed us to reflect on what is being taught in the classroom and how that ultimately plays a huge role on a child's social development.			
Sustainability	4/18/2024 That we continue to incorporate both the feedback from parents, students and teachers in order to hit our measurable goals.			