Comprehensive Progress Report

Mission:

Sardis Elementary is a safe community where a strong foundation for life-long learning is achieved by nurturing, guiding, and challenging our students through a balanced academic and arts education.

Vision:

Our unified vision is for all staff members to work towards increasing their impact for themselves, students, and the school community in order to prepare students to be active, productive citizens in the 21st century.

Goals:

All students will receive quality Tier 1 instruction in all subjects by a highly qualified teacher.

All students will grow in their reading ability through finding a balance between understanding of print and meaning.

All students will increase their language skills (verbal and written) by expanding vocabulary across all content areas.

All students will increase problem solving skills aligned with NC State Standards to enhance mathematical thinking and computation in order to meet or exceed growth on school based and/or state assessments. Students demonstrating mastery of math standards will be provided with "leveled up" instruction to extend their learning.

! = 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**

Initial Assessment:	Team met summer of 2019 to create a new school-wide behavior system which included creation of the following: Behavior matrix Office vs. Classroom managed behaviors System of logical consequences Flowchart for dealing with behavior concerns Reward system for individuals and classes New for 2020: Updated matrices due to Covid regulations and students attending virtually	Limited Development 09/30/2019		

How it will look when fully met:	Team met this summer to create a new school-wide behavior system which included creation of the following: Behavior matrix Office vs. Classroom managed behaviors System of logical consequences Flowchart for dealing with behavior concerns Reward system for individuals and classes When fully implemented: System and process for students entering and exiting Tier 2 as well as moving up to Tier 3 and back down to Tier 2 Resources for teachers who have students with Tier 1 behaviors Positive Office Referral System		Breanne Villas	05/28/2021

Actions		18 of 20 (90%)		
10/23/19	Create new school-wide behavior system.	Complete 08/30/2019	Breanne Villas	08/30/2019
Notes:				
10/23/19	Create a behavior matrix for common areas of the school	Complete 08/30/2019	Breanne Villas	08/30/2019
Notes:				
10/23/19	Create system for Office vs. Classroom managed behaviors	Complete 08/30/2019	Breanne Villas	08/30/2019
Notes:				
10/23/19	Create a system of logical consequences that fit the offense	Complete 08/30/2019	Breanne Villas	08/30/2019
Notes:				

10/23/19	Create flowchart for dealing with behavior concerns	Complete 08/30/2019	Breanne Villas	08/30/2019
Notes:				
10/23/19	Create reward system for individuals and classes	Complete 09/26/2019	Breanne Villas	09/30/2019
Notes:				
10/23/19	Create system and schedule for individual students to choose and receive rewards	Complete 11/08/2019	Breanne Villas	11/01/2019
Notes:				
10/23/19	Create decision rules for determining how to move students to Tier 2 or Tier 3	Complete 11/20/2019	Breanne Villas	11/01/2019
Notes:				
10/24/19	Create a system for positive office referrals.	Complete 11/20/2019	Breanne Villas	11/30/2019
Notes:				
10/24/19	Create and implement Behavior PD for staff.	Complete 03/25/2020	Breanne Villas	02/28/2020
Notes: PD is scheduled with the staff on 2/28/2020.				
11/9/20	Update Tier 1 plans for Behavior	Complete 10/12/2020	Kevin Beals	10/08/2020
Notes:				
11/9/20	Update Data Decision Rules for identifying students for Tier 2.	Complete 10/19/2020	Jean Greenwalt	10/19/2020
Notes:				
11/9/20	Identify students for Tier 2 and create plans.	Complete 10/26/2020	Jean Greenwalt	10/26/2020
Notes:				
10/28/20	Update Behavior Matrix due to Covid regulations.	Complete 10/16/2020	Breanne Villas	10/30/2020
Notes:				
10/28/20	Create a behavior matrix for students attending Virtual Academy.	Complete 10/16/2020	Breanne Villas	10/30/2020
Notes:				
10/28/20	Create "Ladder of Success" templates for teachers to display PBIS tickets earned, with a Jamboard Ladder for VA classes.	Complete 10/27/2020	Amy Chabot	10/30/2020
Notes:				
11/9/20	Schedule and meet for initial Tier 3 meetings	Complete 11/13/2020	Breanne Villas	11/13/2020
Notes:				
12/4/19	Create survey to get more input on wish list ideas (from students and teachers) for items to stock the school store.	Complete 11/20/2019	Breanne Villas	11/26/2020
Notes:				

10/23/19	Create and implement protocols for students at each tier level of support.		Breanne Villas	12/21/2020
Notes:				
10/24/19	Monitor effectiveness of new behavior system: What is going well with our new systems? Amount of data collection- reflection sheets, ed handbook, etc. Blue ticket system - more teachers are giving them out, placement in hallways All grades are motivated by system School-wide expectations are clear Things are still flexible, fluid, changing Specials is being treated as their own classroom What are some weaknesses in our systems? Understanding/remembering logical consequences in the moment How many minors = major, how many minors over how many days = major 9 weeks is a long time to wait for the school store - How will VA students access store?		Breanne Villas	05/28/2021
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
Initial Assessment:			Teams have created units of instruction aligned to NC standards. Teams are making necessary adjustments to lesson plans and previously taught units based on relevant data. Furthermore, many grade level PLC's are making the shift in their literacy practice to model the gradual release method across all literacy components not just within a workshop. K-2 is continuing Jolly Phonics instruction to increase phonological awareness, phonics, and increase reading proficiency with decoding, accuracy, and comprehension.	Limited Development 09/30/2019		
How it will look when fully met:			Teachers are collectively working to adjust "gradual release" in literacy lessons targeting focus standards to empower students with a deeper understanding and application of new learning. Teachers in K-2 are using Jolly Phonics to increase students' ability with phonics and place an emphasis on "print" so that students can read to make "meaning". Teachers in 3-5 are using UCPS Word Study to increase students' ability to decode words which will ultimately impact comprehension. All K-5 teachers are putting into practice the "science of reading" professional development designed by UCPS. Teachers are working together to improve best practices.		Kelly Frycz	05/21/2021
Actions						
		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**
Initial Assessment:	We have created Tier One goals for instruction as well as groups and data decision rules for Tiers 2 and 3.	Limited Development 09/30/2019		
How it will look when fully met:	Standard treatment protocols and data decision rules will be in place for all grade levels. Along with that, goals will be in place for reading, math, and behavior at all tiers. The MTSS team will meet regularly to assess student progress and next steps.		**Jean Greenwalt**	**05/28/2021**
Actions		**14 of 15 (93%)**		
10/16/19	MTSS Team will meet regularly to determine next steps.	Complete 10/23/2019	Jean Greenwalt	10/23/2019
Notes:				
10/25/19	Spreadsheet template will be created and shared with teachers as a place for data to be compiled from every teacher.	Complete 10/28/2019	Cynthia Efird	10/29/2019
Notes:				
10/25/19	Create roster and groups for Tier 2 interventions.	Complete 11/04/2019	Cynthia Efird	11/04/2019
Notes:				
10/25/19	Teachers will have all student data in their spreadsheet.	Complete 11/04/2019	Cynthia Efird	11/04/2019
Notes:				
10/16/19	Standard treatment protocols and data decision rules will be in place for all grade levels.	Complete 11/04/2019	Cynthia Efird	11/08/2019
Notes:				
11/6/19	Determine Tier 2 interventions to be implemented.	Complete 11/18/2019	Cynthia Efird	11/18/2019
Notes:				
11/6/19	Create schedule for Tier 3 Meetings	Complete 11/18/2019	Cynthia Efird	11/20/2019
Notes:				
10/16/19	Goals will be in place for reading, math, and behavior at Tier 1.	Complete 11/04/2019	Cynthia Efird	11/30/2019
Notes:				
10/28/20	Create goals for Tier 1 for reading, math, and behavior.	Complete 10/08/2020	Kevin Beals	10/08/2020
Notes:				

10/28/20	The MTSS Team will establish a meeting schedule in order to meet twice per month.	Complete 10/29/2020	Jean Greenwalt	10/30/2020
Notes:				
10/28/20	Updated spreadsheets will be shared with teacher in order to compile data for the current school year.	Complete 10/01/2020	Jeremy Evans	10/30/2020
Notes:				
10/28/20	Teams will meet to form data decision rules, identify students and groups for Tier 2 supports.	Complete 10/19/2020	Jean Greenwalt	10/30/2020
Notes:				
10/28/20	Determine Tier 2 interventions to be implemented.	Complete 10/26/2020	Jean Greenwalt	10/30/2020
Notes:				
10/28/20	Create initial schedule and conduct Tier 3 meetings	Complete 11/13/2020	Jean Greenwalt	11/13/2020
Notes:				
11/6/19	Input data into RTI Stored spreadsheet for current school year.		Jean Greenwalt	05/28/2021
Notes:				

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:		We have had training on Teaching with Heart and in recognizing the impact of negative interactions with students. Leadership has conducted professional development for teachers on SEL topics and the school counselor created a independent SEL course for teachers to participate through Canvas. Students are engaging in SEL lessons in the classroom and social groups are being formed to help students establish positive relationships with their peers.	Limited Development 09/30/2019		
How it will look when fully met:		Teachers will use effective picture books as a way to address and discuss specific SEL topics. All classrooms will use morning meetings to discuss relevant topics and build classroom community. Teachers will use best practices to build strong relationships with students and families to support learning and mental health. The school counselor will create and adhere to a schedule to support each classroom with monthly SEL lessons. Teachers and the school counselor will identify students who will participate in social groups to promote positive relationships with other peers a designated amount of times per school year.		Breanne Villas	05/21/2021
Actions					
	Notes:				

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
Initial Assessment:		Grade level teams examine their standards and occasionally have opportunities to work with the previous or next grade level to determine needs. More opportunities for vertical planning would be beneficial. We also have a program where a representative from the middle school come here to speak with our fifth grade students. Our students later attend an orientation at the middle school as well.	Limited Development 09/30/2019		
How it will look when fully met:		All grade level teams will have opportunities to work with the previous or next grade level to assess needs and to help develop a plan for improvement. The Vertical Committee is working to make K-5 cohesive with expectations and instruction. Sardis teachers will connect with 6th grade teachers at PRMS so that fifth grade students will be prepared to make the transition to middle school.		Angela Gaio	05/28/2021
Actions			4 of 9 (44%)		
	10/16/19	Team will meet monthly to discuss ways to improve vertical communication between grade levels.	Complete 10/23/2019	Angela Gaio	10/23/2019
	Notes:				
	10/16/19	Team will create a system by which teachers will be able to observe teachers at the previous and next grade levels to determine areas for growth.	Complete 01/15/2020	Angela Gaio	12/20/2019
	Notes:				
	10/23/19	Create a list of books that are grade-level specific. Discuss with team during literacy planning one time a month-add to shared google doc at that time.	Complete 11/06/2019	Angela Gaio	06/01/2020
	Notes:				
	12/4/19	Update system of pink and blue cards to include more information that the teachers at the next grade level would find helpful to know about their students.	Complete 03/04/2020	Angela Gaio	06/10/2020
	Notes:				
	11/9/20	Create a google doc to house resources that may help the next grade level to fill gaps in learning. Work with grade level teams to establish gap needs.		Angela Gaio	12/11/2020

				Assigned To	Target Date
	Notes:				
11/9/20	Work on a plan to help teachers at all grade levels equip students on Thursdays with a plan or challenge to ensure that Remote Fridays are not seen as days off.			Angela Gaio	12/11/2020
	Notes:				
10/23/19	Teachers meet across grade levels to share what is noticed/observed at least twice per year.			Angela Gaio	01/15/2021
	Notes:				
10/23/19	Each grade level class will visit another grade level toward the end of the year to benefit the students prior to the transition.			Angela Gaio	05/14/2021
	Notes:				
10/16/19	Team will work with the middle school to find ways to help with the transition of our fifth grade students.			Angela Gaio	05/28/2021
	Notes:				

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
Initial Assessment:		The district has a support and improvement team in place.	Full Implementation 09/30/2019		

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
Initial Assessment:		School Improvement Team has been formed with staff leads for each area of focus. The team will meet twice per month, with one meeting with their committees and the other as a full group. We will monitor this schedule and make changes as deemed necessary.	Limited Development 09/30/2019		
How it will look when fully met:		The School Improvement Team and Committee Leads will set specific, targeted goals and work towards achieving them by the end of the school year. During Committee meetings (one time per month), teams will collaborate with all team members to assess present levels of performance and then determine next steps to continue to work towards reaching goal completion.		Kevin Beals	05/21/2021
Actions					
	Notes:				

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
Initial Assessment:			Grade level teams will actively participate in PLC planning sessions. The school structured times for teachers to have a day for reading planning, one for math planning, and a third day for data review and analysis.	Limited Development 09/30/2019		
How it will look when fully met:			Administration will participate in K-5 grade level PLC meetings. The principal will attend all math planning and the assistant principal will plan all literacy planning. Grade level teams will work together to collaborate unpacking standards, identifying best practices, and use data as a leverage for next steps of instruction and/or intervention. PLCs will also work with the MTSS team to periodically review and analyze student data, discuss progress, and set new benchmark goals. Teams will have evidence of improved and adjusted lessons targeting EmpowerED lesson aligned with NC standards.		Kelly Frycz	05/21/2021
Actions						
		Notes:				

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
Initial Assessment:			A new calendar for scheduled walk-throughs and new data collection/feedback form have been created and are now in place. Time is devoted each day and week for instructional monitoring.	Limited Development 09/30/2019		
How it will look when fully met:			Administration will implement the calendar schedule to conduct walk-throughs for face to face and virtual instruction. Virtual Academy teachers completed a document that houses links to their scheduled instruction sessions and times for when the links are live. Administration will provide feedback to teachers by making a copy of the walkthrough document. Additional feedback can be provided through conversation and email.		Kevin Beals	05/21/2021
Actions						
		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
Initial Assessment:			The school planning structure now includes a specific day each week to focus on data collection and analysis. This continues to be an area in which we need to improve to help us make informed instructional decisions.	Limited Development 09/30/2019		
How it will look when fully met:			Administration and the leadership team will work with grade level PLCs to analyze formative data, common assessment data, district data, and MTSS progress monitoring data. PLC planning sessions will be used to adjust curriculum as needed based on relevant data results. Teachers will work together to design lessons that align to state standards and which are driven in school-based data.		Kevin Beals	05/21/2021
Actions						
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**
Initial Assessment:	As a school, we have partnered with local universities to assist them with their student teaching efforts. This also affords us the opportunity to attract teachers to Sardis. Through the use of EPIC rewards, we have been able to provide incentives to our staff that other schools cannot provide.	Limited Development 09/30/2019		
How it will look when fully met:	The Morale Committee uses available resources to provide rewards/incentives to our teachers and staff to help maintain positive morale at Sardis.		**Lee Hutchinson**	**06/02/2021**
Actions		**4 of 10 (40%)**		
10/16/19	Team will meet regularly to discus morale boosting ideas for the staff and other ways to support staff.	Complete 10/23/2019	Kristen Barrett	10/23/2019
Notes:				
10/24/19	Team will create a google drive/forms to gather teacher input for favorite snacks and restaurant choices.	Complete 11/20/2019	Kristen Barrett	11/30/2019
Notes:				
10/24/19	Create the "Bear Buggie" cart to bring food, candy, snacks, drinks, etc. to staff members. Enlist the help of team members to assist.	Complete 01/08/2020	Kristen Barrett	11/30/2019
Notes:				
1/15/20	Team will consult with administration to recommend ideas for holiday and teacher appreciation gifts.	Complete 12/11/2019	Kristen Barrett	12/15/2019
Notes:				
11/9/20	Empower the staff to write positive notes of appreciation and encouragement for other staff members.		Lee Hutchinson	11/20/2020
Notes:				
10/24/19	Propose and plan some out of school social events for staff to participate in on a voluntary basis. Ideas to include: Craft It, Painting with a Twist, Trail House, etc.		Kristen Barrett	12/21/2020
Notes:				
10/16/19	Team will work to promote positive experiences for our student teachers and beginning teachers.		Kristen Barrett	05/28/2021

	Notes:			
10/16/19	Team will plan for staff celebrations at mid-year and year's end.		Kristen Barrett	05/28/2021
	Notes:			
11/9/20	Continue to work with Master Teachers in their efforts to provide monthly treats via the Woot Woot Wagon.		Lesa Williams	06/02/2021
	Notes:			
11/9/20	Reach out to stores and local church to gather refreshments that can be provided to staff throughout the year.		Lesa Williams	06/02/2021
	Notes:			

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**
Initial Assessment:	The school sends regular communication home and invites our parents to be participants in their child's learning. We still need to do a better job of engaging more parents into our programs and increasing parent engagement opportunities.	Limited Development 09/30/2019		
How it will look when fully met:	School will continue to send out weekly communication to all families. School will plan for and hold various events across the year to engage parents and to provide parents with resources and strategies to assist their children at home. Sign in logs will be used to track the number of parents attending such events. We will also look to improve upon our membership numbers for the Sardis PTO.		**Blair Austin**	**05/28/2021**
Actions		**2 of 7 (29%)**		
10/16/19	Team will meet regularly to plan parent engagement events throughout the school year.	Complete 10/23/2019	Ashley McComb	10/23/2019
	Notes:			

10/28/19	Team will create a list of ideas for parent engagement that include academic support (strategies, technology, resources) and activities (dances, contests, concerts, etc.).	Complete 10/28/2019	Ashley McComb	10/30/2019
Notes:				
11/9/20	Create a parent survey to solicit input on the type(s) of support needed for parents to assist their kids academically, socially and emotionally, physically and in the area of technology. Allow parents to have a voice in the decision making process.		Blair Austin	12/04/2020
Notes:				
11/9/20	Utilize our translator/interpreter to increase communication with Hispanic families and membership in our PTO and committee.		Blair Austin	12/18/2020
Notes:				
10/16/19	Team will work with Sardis PTO on fundraisers and school events.		Ashley McComb	12/21/2020
Notes:				
11/19/20	Team will work with school interpreter to identify ways to support the school's Hispanic population.		Blair Austin	02/25/2021
Notes:				
10/16/19	School will plan for and hold various events across the year to engage parents and to provide parents with resources and strategies to assist their children at home.		Ashley McComb	05/28/2021
Notes:				