Comprehensive Progress Report

Mission:

Inspire children to have a love for learning while building strong character.

Vision:

Children will be empowered to reach their unique potential

Goals:

Formalize and implement with fidelity, system-wide procedures that ensure and support operation as Professional Learning Communities

Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations

Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience

. Research, plan for, create and implement a multi-tiered system of support (MTSS)

To integrate literacy across disciplines through inquiry and Project/Problem Based 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:		gdfgadgdfgdfg	Limited Development 09/27/2019		
How it will look when fully met:					
Actions					
	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:			Vertical and team planning to look at pacing guide and units of instruction.	Limited Development 09/27/2019		
How it will look when fully met:						
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:			Rea View is in the process of restructuring our MTSS team and process and Teachers use evidence-based instruction in the areas of math and reading	Limited Development 09/27/2019		
How it will look when fully met:			Students will be grouped according to assessment data gathered during PLC. Research based instruction and intervention will be provided to meet the needs of all students. Teachers will implement strategies to effectively move students across tiers. Teachers will provide instruction aligned to North Carolina State Standards. Teachers will provide data driven/evidence based instruction and interventions. Teachers will provide Tier II and III interventions with fidelity, collect data, and meet regularly to discuss growth.		Kate Anderson	06/11/2021
Actions				0 of 4 (0%)		
	10/29/19		The master schedule will be developed with built-in interventions times to reinforce Tier 1 students while providing additional support for Tier 2 and Tier 3 students.		Kate Anderson	06/11/2021
		Notes:				
	10/29/19		Teachers will use Evidence-based instructional materials: iReady for Tier 1 math students. I-Ready, guided reading, and LLI will be provided for Tier 2 and Tier 3.		Christine Miller	06/11/2021
		Notes:				

		10/29/19	MTSS team members will facilitate training on effective use of i-Ready, Station, Freckle, LLI and Guided Reading in order to analyze and desegregate i-Ready data to develop and differentiate instruction to meet the needs of students across all tiers.		Kate Anderson	06/11/2021
		Notes:				
		10/29/19	Implement guided reading and small group strategy groups in all reading classes.		Lauren Wright	06/11/2021
		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:			Offer staff professional development through our guidance department and district staff members. RVES teachers refere students with behavior concerns to the Student Assistance Team. Guidance Counselor work with teachers and behavior support person to develop an At Risk List.	Limited Development 09/27/2019		
How it will look when fully met:			Rea View Elementary discipline referrals will decrease for students that have challenges in managing their emotional behavior. Targeted students with social emotional needs will be identified by administrators, teachers, guidance counselor, and all support staff through PLC. The school counselor will form groups for targeted counseling sessions and work with individual students as needed. Character building lessons will be scheduled at least once a month for Guidance Counselor. All staff will receive professional development to effectively participate in developing a plan for managing students' behavior. Students and parents will be involved in the development of individual behavior plan. RVES will also implement mentoring program for students to be peer buddies for younger students.		**Jennifer Parker**	**06/11/2021**
Actions				0 of 5 (0%)		
		10/29/19	School counselor and social worker will provide consultation with parents and students.		Holly Pope	06/11/2021

	Notes:			
10/29/19	School guidance counselor will make referrals to outside resources based on the needs of our students.		Jackie Frey	06/11/2021
	Notes:			
10/29/19	Create a calendar of scheduled dates for character building lessons and small groups. (One 45 minute class per month will focus on character building.)		Taylor Hernandez	06/11/2021
	Notes:			
10/29/19	Teachers begin discussing social emotional needs of the students during PLCs. Discussing this information will be a routine part of the PLC (included in agenda). Lists will be made and passed on to appropriate personnel.		Christine Miller	06/11/2021
	Notes:			
10/29/19	Have our school social worker conduct 2 professional development meetings that offers resources and support to teachers.		Holly Pope	06/11/2021
	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:		Conduct monthly vertical alignment meetings, teachers visit other classrooms to observe and support students, reconstruct student placement cards to give more quantifiable data to next teacher-less subjective information. Currently, RVES provides the following transitional opportunities: 5th grade middle school visitation, Kindergarten summer assessments, vertical/cross-curricular planning twice per year, beginning of the year Open House, teachers' input for student scheduling, 5th grade parent night for rising 6th graders. At this point, we do not offer any evaluation opportunities for these events in order to get feedback from stakeholders.	Limited Development 09/27/2019		
How it will look when fully met:		When fully met, RVES will continue to provide the following transitional opportunities: 5th grade middle school visitation, Kindergarten summer orientation, vertical/cross-curricular planning four times a year, beginning of the year Open House, teachers' input for student scheduling, and 5th grade parent night for rising 6th graders. We will development evaluations for each transitional opportunity to get feedback from stakeholders. RVES will also host a community parent night and offer incentives to students whose parents attend. Evidence will include: e-mails, Alert Now phone messages, Google Form spreadsheet, RVES web page announcements, rosters, and evaluation results.		**Dean Cole**	**06/11/2021**
Actions			**0 of 4 (0%)**		
	10/29/19	Create student and parent evaluations for existing transitional programs. Possibly parent/student focus group dinner.		Jennifer Parker	06/11/2021
	Notes:				
	10/29/19	Evaluations for existing transitional programs.		Jackie Frey	06/11/2021
	Notes:				
	10/29/19	Create Vertical Team meeting dates to look at gaps in our students learning.		Christine Miller	06/11/2021
	Notes:				
	10/29/19	Host family informational sessions for grade levels		Kate Anderson	06/11/2021
	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 administrative team meets weekly to discuss school improvement plans.	Full Implementation 09/27/2019		
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:	The grade level chairs meet once a month to discuss school wide initiatives, as well as SIT meets monthly to work on continues growth of the school.	Full Implementation 09/27/2019		

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
Initial Assessment:	The master schedule is created to offer daily planning for teaches to work together as a PLC. Duty schedules and rosters are available to staff at the beginning of the year.	Full Implementation 09/27/2019		

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:	Administrative teams conduct weekly walk-through and observations to give teachers feedback.	Full Implementation 10/02/2019		

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:	We have created a Data team where we look at school wide data and look for trends to be able to make corrections and academic adjustments. School currently looks at school performance data but not classroom observation data to make decisions.	Limited Development 10/02/2019		
How it will look when fully met:	Students will show a increase in proficiency by 5% in all state tested areas.

Teachers implement strategies modeled during district professional development work session.

RVES will exceed growth according to state criteria. | | Jennifer Parker | 06/11/2021 |
Actions		0 of 4 (0%)		
	10/29/19 Teachers will disaggregate district benchmark, EOG, and EVAAS data from each grade level, comparing to other schools in our cluster determining common curriculum alignment across grade/discipline.		Christine Miller	06/11/2021
	Notes:			
	10/29/19 MTSS team and teachers will use I-ready, benchmarks, EOG, and schoolnet assessments to regroup students for intervention/enrichment such as: I/E time, Problem-based Learning (PBL), and other interventions, such as guided reading, targeted stations including teacher led instruction, etc.		Kate Anderson	06/11/2021
	Notes:			
	10/29/19 The team will set SMART goals after each benchmark to monitor and measure students' progress.		Christine Miller	06/11/2021
	Notes:			

| | 10/29/19 | After each NC Check-In, the grade levels present data to the Admin team. | | | Jennifer Parker | 06/11/2021 |

| | 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
Initial Assessment:			Building a positive school culture, we are able to retain highly qualified staff members.	Full Implementation 10/02/2019		

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 administration sends out weekly communication to parents, as well as teachers and the school PTO. Teachers also send home weekly newsletters that offer suggestions on how to help at home.	Full Implementation 09/27/2019		