

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:

By June 2024, we will increase our CCR to 85% by implementing empower hour across all grade levels throughout the year.

By June 2024, we will develop community, business, and industry partnerships to elicit field expertise and experiences for teachers and students by having every grade level participate in 1 field experience per semester.

By June 2024, we will decrease major office referrals by 50% by implementing a school-wide behavior system.



! = 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>		September 2023 - Teachers have established individualized classroom expectations to reinforce classroom rules and procedures. Students who demonstrate PAWSative behaviors are nominated by staff to be spotlighted by the administration.	Limited Development 09/27/2019		
<i>How it will look when fully met:</i>		Teachers and staff are implementing a school-wide positive behavior support system. There is evidence of PBIS language being used in classrooms, in the hallway, and when redirecting students. Students are recognized for demonstrating PAWSitive behaviors at the classroom and school levels. Support systems at the tier 2 and tier 3 levels are being implemented for students who need additional behavioral support. As a result, both major and minor referrals in the Educator Handbook have decreased.		Lisa Stephens	06/07/2024
<i>Actions</i>			1 of 5 (20%)		
	9/25/23	Establish school-wide PAWS expectations and post in all classrooms and hallways throughout the school.	Complete 10/25/2023	Cindy Croffut	10/27/2023
<i>Notes:</i>					
	9/25/23	Establish a system to recognize and spotlight students at the classroom level and school level for demonstrating PAWSitive behaviors		Mellisa Stornelli	12/15/2023
<i>Notes:</i>					
	9/25/23	Student support team will implement a "check-in/check-out" system to support identified students as a tier 2 layer of support.		Elizabeth Pecora	12/15/2023
<i>Notes:</i>					
	9/25/23	Student Support Team will implement small group behavioral interventions to support identified students as a tier 3 layer of support.		Elizabeth Pecora	12/15/2023
<i>Notes:</i>					
	9/25/23	Student Support Team will meet monthly to identify students in need of tier 2 or tier 3 behavioral and emotional supports based on student referrals, attendance records, health room data, and other informal data.		Cindy Croffut	06/07/2024

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
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Initial Assessment:	September 2023 - Teachers and staff utilize formal data such as mClass, iReady, NC-Checkins, EOG, and BOG to measure student progress. The data indicate College and Career Readiness proficiency has decreased 10% from the 2018-2019 school-year to the 2022-2023 school-year and the growth composite indicator has decreased since 2019.	Limited Development 10/02/2019		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	<p>Teachers and staff will utilize data to make informed decisions in the classroom to intervene and enrich student learning. Student data as well as teacher observation and walkthrough data will be used to make informed decisions for strategic supports and professional development activities.</p> <p>Students will show an increase in College and Career Ready by 10% in all state tested areas.</p> <p>Teachers will implement strategies modeled during district and school based professional development sessions.</p> <p>RVES will exceed growth according to state criteria.</p> <p>The students are gaining College and Career Readiness skills from effective teaching practices.</p>		Cindy Croffut	06/07/2024
Actions		2 of 7 (29%)		
	10/29/19 Each grade level will set a reading and math SMART goal based on EOG and beginning of year assessment data.	Complete 10/13/2023	Jessica Santana	10/13/2023
	<i>Notes:</i>			
	9/25/23 Five staff members will attend in The Educators Institute at the Duke School in February 8-9, 2024.		Cindy Croffut	02/14/2024

<i>Notes:</i>				
10/29/19	Teachers and staff will participate in five school-based professional development sessions to learn about the five attributes of Protrait of a Graduate.		Jessica Santana	04/02/2024
<i>Notes:</i>				
9/25/23	Each teacher will implement a minimum of one Portrait of a Graduate attribute activity per month.		Jessica Santana	04/05/2024
<i>Notes:</i>				
9/25/23	Each grade level will implement a PBL "Enrichment Hour" into the schedule 1 time this year.		Cindy Croffut	06/07/2024
<i>Notes:</i>				
10/29/19	After each NC Check-In, each grade level will present data and a support plan to the leadership team.		Cindy Croffut	06/07/2024
<i>Notes:</i>				
10/29/19	Teachers and staff will disaggregate State School Performance Data, to identify acadmic needs.	Complete 09/15/2023	Cindy Croffut	09/29/2203
<i>Notes:</i>				
Implementation:		09/25/2023		
Evidence	9/25/2023			
Experience	9/25/2023			
Sustainability	9/25/2023			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.04	ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(5180)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		September 2023 - Teachers send weekly classroom and curriculum updates to families along with resources parents can use to support their child at home. Currently, interaction is one-sided from school to home.	Limited Development 09/26/2023		
<i>How it will look when fully met:</i>		Teachers and staff will engage families, community members, and community organizations to support the teaching and learning for all students. The school will partner with parents, community members, and organizations to capitalize on field expertise to provide real-world learning experiences for students both in the classroom and outside of the classroom.		Jessica Santana	06/07/2024
Actions			3 of 4 (75%)		
	9/26/23	Conduct a parent field inventory survey.	Complete 09/29/2023	Jessica Santana	10/06/2023
<i>Notes:</i>					
	9/26/23	Staff will complete a volunteer survey to provide input for how to strategically use volunteers.	Complete 10/25/2023	Jessica Santana	11/17/2023
<i>Notes:</i>					
	9/26/23	Create a parent vounteer survey for parents to sign up for specific volunteer activities identified on the teacher survey.	Complete 10/25/2023	Jessica Santana	11/17/2023
<i>Notes:</i>					
	9/26/23	Each grade level will schedule an expert visit two per year.		Jessica Santana	12/15/2023
<i>Notes:</i>					