

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 2025, we will increase our CCR to 74% in reading and 87% in math by enhancing core instruction.

By June 2025, each grade level will participate in one service learning project each semester for the 2023-2024 school year.

By June 2025, we will decrease minor office referrals by 50% by implementing a school-wide behavior system.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2B: Target professional learning opportunities				
	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:	September 2024 - 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. Rea View Elementary exceeded growth in 2023-2024 for the first time since 2016. The data indicate College and Career Readiness proficiency has increased 2% in 2023-2024.	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	06/07/2025
Actions		7 of 10 (70%)			
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>				
10/29/19	Teachers and staff will participate in five school-based professional development sessions to learn about the five attributes of Portrait of a Graduate.	Complete 03/06/2024	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.	Complete 04/05/2024	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.	Complete 04/17/2024	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.	Complete 05/08/2024	Cindy Croffut	06/07/2024
<i>Notes:</i>				
10/8/24	All 1st - 5th grade teachers will participate in Step-by Step Model Drawing math course.	Complete 08/15/2024	Cindy Croffut	08/15/2024
<i>Notes:</i>				
10/8/24	Certified staff will participate in differentiated professional learning sessions.		Cindy Croffut	04/30/2025
<i>Notes:</i>				
10/8/24	All grade levels will implement a 30 minute WIN (What I Need) time to provide enrichment and/or intervention based on student needs identified in data.		Cindy Croffut	06/07/2025
<i>Notes:</i>				
10/29/19	Teachers and staff will disaggregate State School Performance Data, to identify academic needs.	Complete 09/15/2023	Cindy Croffut	09/29/2023
<i>Notes:</i>				
10/8/24	All 1st - 5th grade teachers will implement model drawing in the math instruction.		Cindy Croffut	06/07/2025
<i>Notes:</i>				
Implementation:		09/18/2024		
Evidence	9/25/2023			
Experience	9/25/2023			

<i>Sustainability</i>	9/25/2023			
-----------------------	-----------	--	--	--

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
-----	-------	------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		September 2024 - 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. School-wide PAWS expectations have been created for the hallways, cafeteria, restrooms, playground, and bus. These expectations have been posted and communicated to students.	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.		Cindy Croffut	06/06/2025
-----------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------	-------------------

Actions			3 of 7 (43%)		
----------------	--	--	---------------------	--	--

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	Complete 12/15/2023		Mellisa Stornelli	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.	Complete 12/15/2023		Elizabeth Pecora	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.		Cindy Croffut	06/06/2025
<i>Notes:</i>				
10/8/24	Staff will implement daily morning meetings lessons focused on social emotional activities.		Cindy Croffut	06/06/2025
<i>Notes:</i>				
10/8/24	Staff will Implement leveled behavior actions for school-wide consistency.		Cindy Croffut	06/06/2025
<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	06/07/2025
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	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 2024 - Teachers send weekly classroom and curriculum updates to families along with resources parents can use to support their child at home. During the 2023-2024 school year, three of the six grade levels invited at least one "expert" to talk with students to share their knowledge of a topic students were learning about. We continue to seek opportunities for our students to participate in relevant learning opportunities by engaging in learning through the support of community members and experts.	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 and service learning opportunities to provide real-world learning experiences for students both in the classroom and outside of the classroom.		Jessica Santana	06/06/2025
Actions			3 of 5 (60%)		
	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>					
	10/8/24	Each grade level will participate in one service learning project each semester for the 2023-2024 school year.		Jessica Santana	06/06/2025
<i>Notes:</i>					
	9/26/23	Each grade level will schedule a minimum of one expert visit during the school year.		Jessica Santana	06/06/2025
<i>Notes:</i>					