

Comprehensive Progress Report

Mission: We are Trailblazers! Together, we: *Celebrate our strengths and our diversity *Seize opportunities to serve others *Strive for excellence in all that we do

Vision: We will be innovative leaders, working for positive change in our global community. Together, we will prepare our scholars for a competitive life in a globally connected world.

Goals:

- Exceed EVAAS growth targets in all EOG grades and subject areas in 2017-2018 school year.
- Increase Grade Level Proficiency on all EOG assessments from 42% to 60% in the 2017-2018 school year.
- Decrease incidents of suspension to less than 100 by implementing Restorative Practices, a robust PBIS program, and promoting student leadership daily in all classrooms.



! = Past Due Actions

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>		Some teachers engage students by developing positive student-teacher relationships that encourage trust. These teachers operate as no-nonsense nurturers. However, other teachers resort to punitive consequences to control student behavior. Variation occurs in the building as the these two strategies.	Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		Principal will provide no-nonsense nurturing training to staff and outline specific procedures and policies to address discipline concerns.		Sylvia Anthony-McGeachy	06/11/2018
Action(s)	Created Date				

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
<i>Initial Assessment:</i>		We have teams of teachers that do this very effectively and teams of teachers that are working hard to make it work around time constraints and experience levels. K-2 classrooms are self-contained and meet twice a week to plan and PLC. 3-8 classrooms are blocked based on content, these classrooms meet once a week to PLC with their grade level.	Limited Development 11/20/2016		
<i>How it will look when fully met:</i>		Teachers will work in teams to produce units of instruction and share the load. The common units for a basis for comparison of strategies when teachers teach the same subjects. Well-constructed units ensure good vertical and horizontal instructional articulation. K-2 grade teachers who share lesson plans with one another will turn in plans regularly by 8:00am on Monday mornings. 3-8 teachers work vertically to collaborate with similar subjects sharing best practices. K-8 classrooms plan backwards using assessments to drive their instruction. This will ultimately lead all classes and teachers to exceeding growth.		Andi Green	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/16	School coaches will work with teachers to provide feedback on a weekly basis.		Callie Herring, Andi Green	01/08/2017
<i>Notes:</i>		Checking in with teachers who share plans, especially if plans are not in the folder.			

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
<i>Initial Assessment:</i>		We are working towards this by examination of various data points. K-2 teachers are using Reading 3D, ST Math, K-2 math assessments, and math CFA data to differentiate instruction. 3-8 teachers are using district pre-tests, CFA, and benchmark data to drive classroom instruction and I/E time.	Limited Development 11/20/2016		
<i>How it will look when fully met:</i>		We must ensure that each teacher is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. In middle school, power lunch is an effective practice. There will be growth from pre-test to benchmarks. This will ultimately lead all classes and teachers exceeding growth.		Sylvia Anthony-McGeachy	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/16	Teachers differentiate and used a tiered instructional system based on data. Middle school teachers may use Power Lunch to differentiate and lower grades (K-5) will use Intervention/Enrichment time that built is built into our current schedule.		Johanna Parker, Callie Herring, Andi Green, Jennif	05/31/2018
<i>Notes:</i> Data will be provided to ensure students are getting the differentiation they need.					

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
<i>Initial Assessment:</i>		We aim to use restorative justice in our school to address emotions and provide support but implementation is inconsistent. We have a large need for this and may need more training in this area. Margaret Claytor has enrolled the school in a social emotional learning program. This year we have a psychologist but will need to train a new counselor.	Limited Development 11/20/2016		
<i>How it will look when fully met:</i>		Teachers will be able to address all students' emotions and know when they need extra support. Teachers will refer and seek other resources for support. Referral decrease.		Andi Green	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	11/21/16	More PD will be offered to teachers in the areas of Restorative Justice and recognizing the emotional needs of students. This may be hard to do within our current budget.		Jayne Hall	05/31/2018
<i>Notes:</i> Find PD to support our staff in recognizing emotional needs of students.					
2	11/21/16	We will need trained staff with a caseload and open schedule.		Sylvia Anthony-McGeachy	08/01/2018
<i>Notes:</i> We would like to have two counselors for 2018-2019 school year. We would like to continue having a psychologist available, preferably full time.					

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
<i>Initial Assessment:</i>		Currently, the school implements limited transition support for students. A more comprehensive plan is required to achieve the desired results.	Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		The school will create and develop a strategic plan to support the transition of students as they enter the educational environment and as they move up the grade-level continuum. A focus will be given to Pre-K to Kindergarten, second to third, fifth to sixth and eighth to ninth. The plan will include parent information sessions, student orientation that includes training on the student handbook and expectations for academics and behavior, and a grade-level "move-up" that offers students the opportunity to experience their upcoming grade for a day.		Johanna Parker	06/04/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Limited Development 11/07/2017		
<i>How it will look when fully met:</i>		The district team will meet monthly to ensure that the plan is being implemented.	Objective Met	Shawna Andrews	05/01/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 1 (100%)		
1	11/8/17	Review the district plan and provide support to schools.	Complete 11/07/2017	Shawna Andrews	01/01/2018
<i>Notes:</i>					

!	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
<i>Initial Assessment:</i>			PLC meetings are held each week.	Limited Development 11/21/2016		
<i>How it will look when fully met:</i>			The SIT will meet twice a month to review our indicators and the progress toward successful implementation. The SIT will analyze data to make strategic decisions regarding teaching and learning. Processes and procedures will be used from Data Driven Instruction.		Andi Green	02/24/2017
Action(s)	Created Date			0 of 1 (0%)		
1	11/21/16	SIT team notes will be taken twice a month to indicate meeting and notes taken as we assess our progress in fully implementing our indicators.			Brandy Chappell	02/19/2018
<i>Notes:</i> Assure that SIT meetings are occurring twice a month.						

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
<i>Initial Assessment:</i>			Teachers have assigned duty stations in the morning and afternoons. All teachers have leadership roles within the school. PLCs are scheduled weekly and common planning times are provided for all grade levels.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>			We will have teams that work together to address: 1. instruction and instructional methods 2. whole school improvement and planning 3. family community connections Teams, when effectively constructed and managed, ensure that continuous improvement planning frameworks are efficient.		Sylvia Anthony-McGeachy	05/31/2017
Action(s)	Created Date			0 of 1 (0%)		
1	11/21/16	Documenting the work of the teams. (PLC notes)			teams of teachers	02/19/2018
<i>Notes:</i> Teachers will enter PLC notes in a google folder to be reviewed, specifically addressing 1. instruction and instructional methods 2. whole school improvement 3. family and community connections **PLC time is protected						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Remediation times in forms of Power (6-8) and Blazer Time (3-5) as well as I/E in younger grades are incorporated within the school day. Groups and topics are based on data.	Limited Development 11/02/2017		
How it will look when fully met:		Students are directed to specific remediation based directly on recorded data.		Sylvia Anthony-McGeachy	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/2/17	Decided on the type of data to use in order to see that instructional time is used effectively and efficiently.		Andi Green, Callie Herring	05/31/2018
Notes:					
!	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To
Initial Assessment:		The principal visits classrooms for observations and walk-throughs.	Limited Development 11/21/2016		
How it will look when fully met:		Principal will do daily walk-throughs with feedback using the school's feedback template.		Sylvia Anthony-McGeachy	12/04/2017
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/16	Principal will do walk-throughs and give immediate feedback to teachers on a daily basis.		Sylvia Anthony-McGeachy	02/19/2018
Notes: Teachers will receive immediate feedback in email form, using a template addressing pluses and deltas.					

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
<i>Initial Assessment:</i>		We have PD throughout the year, but this may need extra money to carry out extra PD in this area.	Limited Development 11/21/2016		
<i>How it will look when fully met:</i>		Teachers would need to be able to understand how to sift through this data and understand it, which may take extensive PD. Common language and common strategies being used across the school.		Andi Green	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/16	Identify PD opportunities to address this need.		Callie Herring, Andi Green	05/31/2018
<i>Notes:</i>		This will help our school make decisions on what kind of PD we would need in the future and how to grow our students.			

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
<i>Initial Assessment:</i>			<p>We reward/recognize teachers weekly on the Week At a Glance and at our Friday Huddle. We have a lower supplement, when compared to neighboring counties and that makes it hard to recruit. We have a partnership with ECU and have highly qualified staff to replace staff that leaves.</p> <p>We started a partnership with EECC and their scholar teacher program to help recruit new teachers.</p>	Limited Development 11/21/2016		
<i>How it will look when fully met:</i>			We will establish protocols such as providing PD in areas that current teachers are weak. We will continue to reward teachers for great work and work toward replacing staff that plans to not return the next year as soon as possible. We will have a happy and highly qualified staff.		Johanna Parker	01/03/2018
Action(s)	Created Date			0 of 1 (0%)		
1	11/21/16	Looking for free/low cost PD opportunities for teachers in areas that they are weak.			Johanna Parker	04/30/2018
<i>Notes:</i>			Be aware and have discussions with administration on areas teachers are weak in and offering resources to help them.			

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
<i>Initial Assessment:</i>		Parents regularly receive newsletters and progress reports from teachers.	Limited Development 11/21/2016		
<i>How it will look when fully met:</i>		Newsletters will go home with a frequency of every week for K-2, twice a quarter for 3-5, and once a quarter for 6-8. Teachers communicate with parents through various means such as Class Dojo, Remind 101, phone calls, emails, and social media. Resources will be displayed regularly on school webpage to facilitate parental involvement. The school's monthly global nights are used to showcase student work but also to engage parents.		Johanna Parker	03/24/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/16	Update the Blaze the Trail app weekly with resources and updates.		Johanna Parker	03/25/2018
		<i>Notes:</i> Give parents updates on what is happening in the school and give resources for parents to use at home. We must also express the importance of downloading the application on their phones.			