Comprehensive Progress Report

Mission:

Rachel Freeman School of Engineering is a school where engineers are cultivated. Students are given a unique opportunity to experience real-world problem solving in a nurturing environment. Students learn to advocate and direct their education while being led by a dedicated, caring staff.

Goals:

All students will make 1.5 years growth in Reading and Math. Rachel Freeman Elementary School's 3-5 ELA and Math proficiency scores from 2016-17 to 2017-18 will increase by 15 percentage points and K-2 TRC student proficiency will increase by 15 percentage points from BOY to EOY and the school will exceed growth as measured by EVAAS.

All students will apply self-regulation strategies and problem-solving skills in situations of conflict. Rachel Freeman Elementary School's Office Discipline Referrals will decrease by 25% from 2016-17 to 2017-18.

! = 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**
Initial Assessment:		Monthly Behavior PLCs, Discipline Procedures Matrix and Flowchart, Tools for Teaching book study, PBIS Matrix, Morning meeting using Second Step, Behavior celebrations monthly	Limited Development 09/25/2017		
How it will look when fully met:		Teachers have calm, efficient classrooms with limited behavior interruptions and increased learning time. Students know and understand the expectations and can predict rewards and consequences.		**Laurie Wierse**	**06/15/2018**
Action(s)	**Created Date**		**4 of 11 (36%)**		
1	10/10/17	Beginning of year classroom management PD for staff	Complete 08/23/2017	Sonya Oates	08/23/2017
	Notes:	Understand the difference between schoolwide expectations and classroom rules. Understand the difference between punishment and logical consequences. Understand the importance of routines and procedures. Grade level management plans due in one week.			
2	10/10/17	Administration provide feedback to grade level classroom management	Complete 09/01/2017	Sonya Oates	09/01/2017

			plans.			
		Notes:				
3		10/10/17	Teachers positively teach rules, expectations, and procedures the first two weeks of school and after each intersession and reteach as often as necessary to individual or groups of students.		Laurie Wierse	06/15/2018
		Notes:				
4		10/10/17	Establish a calendar for monthly behavior PLCs	Complete 09/04/2017	Laurie Wierse	09/04/2017
		Notes:				
5		10/10/17	Conduct a needs survey for teachers on topics they would like covered at monthly behavior PLCs		Laurie Wierse	01/26/2018
		Notes:				
6		10/10/17	Conduct a thorough book student of Tools for Teaching		Susan Sellers	03/30/2018
		Notes:				
7		10/10/17	Consider a follow up study of Conscious Discipline		Susan Sellers	03/30/2018
		Notes:				
8		10/10/17	Update behavior flowchart and share with teachers	Complete 10/16/2017	Sonya Oates	10/16/2017
		Notes:				
9		10/10/17	Teach Second Step curriculum at all grade levels daily in morning meeting		Laurie Wierse	06/15/2018
		Notes:				
10		10/10/17	Conduct walkthroughs and fidelity checks of Morning Meeting		Laurie Wierse	06/15/2018
		Notes:				
11		10/10/17	Set monthly behavior goals by grade level and hold celebrations		Laurie Wierse	06/15/2018
		Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principal and Assistant Principal conducts state mandated observations and pre/post conferences. Principal and Assistant Principal attend PLC's that are relevant to instruction where data is analyzed to make	Limited Development 10/25/2017		

		decisions about instruction.			
How it will look when fully met:		Principal will have a set schedule designated for conducting formal and informal observations and providing timely feedback.		Sonya Oates	06/15/2018
Action(s)	**Created Date**				
	Notes:				
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:		Grade level teams meet weekly to plan instruction aligned to Common Core using a nine week template, Learning Focused strategies and Planbook. Lessons are developed with the support of administration, lead teachers, and the instructional coach to ensure consistency, problem solving, and availability of resources.	Limited Development 04/06/2016		
How it will look when fully met:		Learning Focused lesson plans are collaboratively created by grade level teams and shared with administration and coaches two weeks in advance for feedback.		Kristin Rudy	06/15/2018
Action(s)	**Created Date**				
	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:		MTSS structure in place. Staff received additional training this year regarding academic and behavioral instruction at all tiers. Weekly MTSS Team meetings are facilitated to include the SIT Team, Administration, and the School Psychologist. Through these meetings, school data is examined to determine next steps for all students and grade level support. More focus and professional development is needed to build teacher capacity with core and Tier 2 academic and behavior instruction.	Limited Development 04/06/2016		

How it will look when fully met:		Core instruction with 80% fidelity. Differentiated small groups and tier 2 and 3 groups. Evidence from data (aimsweb, mtss plc's, iready, reading mastery and AIG support.		Kristin Rudy	06/15/2018
Action(s)	**Created Date**		**9 of 18 (50%)**		
1	9/8/16	Weekly instructional PLCs with K-5 teachers		Kristin Rudy	06/15/2018
	Notes:	minutes from meeting and discussion			
2	9/8/16	Tools for teaching PD	Complete 12/15/2016	Kristin Rudy	12/15/2016
	Notes:	Presenters from district and staffing reading Tools for Teaching book provided.			
3	9/8/16	Reading Mastery PD	Complete 10/18/2016	Sonya Oates	10/18/2016
	Notes:	Materials, monitoring and feedback			
4	10/10/17	BOY data analysis with teachers	Complete 09/07/2017	Kristin Rudy	09/07/2017
	Notes:	How effective is core? Action steps. Identify Tier 2 and 3 students.			
5	10/10/17	MOY data analysis with teachers		Kristin Rudy	02/15/2018
	Notes:				
6	10/10/17	Progress monitoring expectations shared with teachers	Complete 08/30/2017	Kristin Rudy	06/15/2018
	Notes:				
7	10/10/17	Monthly progress monitoring fidelity checks		Susan Sellers	06/15/2018
	Notes:	Are students being progress monitored consistently? Is data being used to inform and adjust instruction?			
8	10/10/17	Literacy block structures, expectations, and resources defined with teachers	Complete 07/26/2017	Kristin Rudy	07/26/2017
	Notes:				
9	10/10/17	Open Up PD for teachers	Complete 10/13/2017	Susan Sellers	10/13/2017
	Notes:				
10	10/10/17	Implement iReady with fidelity		Susan Sellers	12/15/2017
	Notes:				
11	10/10/17	Use iReady reports to determine lessons passed and to inform instructional interventions		Susan Sellers	06/15/2018
	Notes:				
12	10/10/17	Hire part-time, certified interventionists to deliver Tier 3 interventions	Complete 08/01/2017	Susan Sellers	08/01/2017
	Notes:				

13	10/10/17	Create Tier 2 instructional protocols for classroom teachers	Complete 10/18/2017	Kristin Rudy	10/18/2017
	Notes:				
14	10/10/17	Provide professional development on differentiation and scaffolding strategies	Complete 09/22/2017	Susan Sellers	09/22/2017
	Notes:	Jenn Knight from UNCW			
15	10/10/17	Recurring PD on differentiation and scaffolding		Susan Sellers	06/15/2018
	Notes:				
16	10/10/17	Reading Foundations Training for all K-5 classroom teachers		Susan Sellers	06/15/2018
	Notes:				
17	10/10/17	Analyze benchmark assessment data to inform and adjust core instruction as well as tiered interventions		Kristin Rudy	06/15/2018
	Notes:				
18	10/10/17	Use common formative assessments in PLCs at least monthly to continuously monitor core instruction		Kristin Rudy	06/15/2018
	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:		The school supports students emotional states through: Mindup, breakfast groups, MTSS process, PBIS, small group and 1:1 counseling sessions, referrals to school-based mental health therapist, and other individualized plans. Staff is understanding that different emotions are prompted by different situations and their relationships with students are key to effective classroom management.	Limited Development 04/06/2016		
How it will look when fully met:		-Second Step lessons completed -morning and afternoon meetings being done with fidelity -feelings charts to help teachers monitor student emotions -reflection logs on-going -behavior core working for working for 80% -decreased behavior referrals		Katie Akinli	06/15/2018
Action(s)	Created Date		3 of 8 (38%)		
1	9/19/16	-Use supplemental resources to enhance Second Step -Continue to tap into Mindup resources -Tools for Teaching PD -Fidelity walk throughs -Utilize resources shared by MTSS counselor		Katie Akinli	06/15/2018
	Notes:	-Review data			
2	10/13/17	Allow time in master schedule for Social-Emotional curriculum, Second	Complete 07/14/2017	Susan Sellers	07/14/2017

			Step, to be delivered daily.			
	Notes:					
3		10/13/17	Create a schoolwide calendar for Second Step implementation and include other events and topics such as TRACKS, National Kindness Week, Teacher Appreciation, School Bus Safety, etc...	Complete 07/14/2017	Laurie Wierse	07/14/2017
	Notes:					
4		10/13/17	Create expectations for safe classroom cultures to include greetings, morning message, jobs, feelings charts, and calm down spots in every classroom.	Complete 07/14/2017	Laurie Wierse	07/14/2017
	Notes:					
5		10/13/17	Counselors conduct additional guidance lessons on a rotating schedule as well as when specific needs arise.		Katie Akinli	06/15/2018
	Notes:					
6		10/13/17	Pilot resilience assessment in fourth grade.		Katie Akinli	06/15/2018
	Notes:					
7		10/13/17	Provide professional development for teachers on trauma informed practices.		Katie Akinli	06/15/2018
	Notes:					
8		10/13/17	Analyze core behavior data to identify students in need of Tier 2, Tier 3, or additional mental health services.		Laurie Wierse	06/15/2018
	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:		As a part of the district's commitment Rachel Freeman, the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement; a district team consisting of the Assistant Superintendent of Instruction and Academic Accountability, Director of Elementary Instruction & Federal Programs, and Title I Supervisor/Principal Coach are involved in the key components of Freeman's improvement process. In addition, lead teachers from the district's Instructional Team participate in and support Short Cycle Assessment meetings with each grade level to examine data and	Full Implementation 06/03/2016		

			determine next steps with instructional plans and practices.			

	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 Freeman leadership team meet 4 times this year. The team consisted of administration, teacher leaders, and department heads. This team will be re-rostered for next year and meeting times will be set with more frequency to focus on key areas of school improvement without losing momentum.	Limited Development 04/06/2016		
How it will look when fully met:			Leadership team meets every week with an agenda using data to discuss implementation of practices. Also will use data from walk-through tool.		**Susan Sellers**	**06/15/2018**
Action(s)	**Created Date**			**0 of 2 (0%)**		
1		9/8/16	Continuous walk-throughs		Susan Sellers	06/15/2018
	Notes:		Walk-through tool			
2		9/8/16	Leadership meetings		Susan Sellers	06/15/2018
	Notes:		monitoring and disuccsion			

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:			Teachers met weekly for instructional planning. During this time, instruction and instructional methods were addressed. Moving forward, this team will also give input on whole school improvement as it relates to instructional decisions and creating family/community communication about students' instructional needs. This year, the work of the teams was documented through the work product of teacher lesson plans. We will add meeting agendas and systematic reporting of each grade level/department's work to the school.	Limited Development 04/06/2016		
How it will look when fully met:			-Grade level chairs -Weekly instructional PLCs -Monthly MTSS and behavior meetings -Mentor/BT meetings -Half day planning -SIT meetings -Learning Focused lesson plans -Using AIMSWEB and m-Class data to drive instruction -Add PLC minutes to NC Star -Agendas and minutes provided in NC Star		**Sonya Oates**	**06/15/2018**

Action(s)	Created Date		0 of 7 (0%)		
1	8/22/16	Conduct MTSS behavior meetings monthly.		Laurie Wierse	06/15/2018
	Notes:	-monthly MTSS implementation and behavior meetings			
2	11/28/16	Create a schedule for extended planning once per week per grade level or department.		Susan Sellers	06/15/2018
	Notes:				
3	11/28/16	Create a plan to implement a vertical alignment PLC once a semester		Elizabeth Devoid	06/15/2018
	Notes:	Follows grade-level half-day PLCs the same week. Half Day before Spring Break			
4	11/28/16	Implement half-day grade-level PLCs at the end of each quarter		Ashley Anderson	06/15/2018
	Notes:				
5	11/28/16	Conduct grade-level PLCs weekly		Kristin Rudy	06/15/2018
	Notes:				
6	11/28/16	Conduct monthly BT/Mentor meetings		Ruth Pitstick	06/15/2018
	Notes:				
7	11/28/16	Conduct monthly School Improvement Team meetings with grade level chairs and administration.		Sonya Oates	06/15/2018
	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:		Weekly walk throughs conducted by instructional staff. The principal set the expected schedule and walk-through focus for assistant principals, instructional coach, two lead teachers, and principal coach. This data was shared with teachers during a portion of the school year.	Limited Development 04/06/2016		
How it will look when fully met:					
Action(s)	Created Date				
	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 LEA analyzes four types of school data to measure effectiveness at the school level and determine supportive next steps for school improvement and professional development. These types include: 1. Demographic data describe the students, the school's staff, the school, and the surrounding community. 2. Student learning data include a variety of measurements—state and county benchmark assessments, teacher-assigned grades, and authentic assessments—that show the impact of your education system on your students. 3. Perceptions data—gathered through questionnaires, interviews, and observations—help you understand what students, parents, teachers, and the community think about the learning environment. 4. School processes data include the school's programs, instructional strategies, assessment strategies, and classroom practices. The following data was collected, reviewed, and considered: Benchmarks, Short Cycle Assessments, MClass, Discipline, and Teacher Observations. Professional development on data analysis at the school level, classroom level and student level is needed to build capacity with staff in this area. Also, student learning data and teacher observation data needs to be overlapped to find patterns, trends, outliers, and areas for improved practice.	Limited Development 04/06/2016		
How it will look when fully met:	Student growth in benchmarks and assessments. Fidelity of practices.		**Elizabeth Devoid**	**06/15/2018**
Action(s) **Created Date**		**0 of 2 (0%)**		
1 9/8/16	Analyze Data		Elizabeth Devoid	06/15/2018
	Notes: Data tools, benchmarks, mclass, observations			
2 9/8/16	Feedback to teachers		Susan Sellers	06/15/2018
	Notes: feedback and discussion			

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:	We are diligent when we recruit, opting for Highly Qualified teachers for all of our schools. New Hanover County School System has made a concerted effort to employ only the highest quality teachers that can be found to work with all our children regardless of ethnicity or socio-economic status. The school system provides a lower student - teacher ratio at our low performing schools and provides incentive pay to teachers in these schools for their contributions to student achievement and their willingness to take on challenging assignments. Our schools system provides an online evaluation process in alignment with DPI through the North Carolina Educator Effectiveness System (NCEES) to evaluate the performance of our teachers. This system drives the contracts awarded to teachers and the direction our schools need to take for professional development. The Human Resource Department monitors the attrition rate and works to maintain a balance of experienced teachers at all our schools. A strong mentoring program focuses on effective teacher induction that supports our beginning teachers in providing quality instructional presentations. Combined with opportunities for administration and teachers to receive intense, sustained, researched-based staff development, our LEA looks forward to providing all of our diverse learners with consistent high quality instruction to maximize achievement so that they are prepared for success in post secondary education and the work force. Continue to communicate with district and legislature to advocate for teacher incentives. Currently, an additional percentage added to staff supplements is being considered by the local School Board.	Limited Development 04/06/2016		
	Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	-Increased retention of staff -Positive increases on Teacher Working Condition Survey results -increased years of experience of staff -growth on PDPs -positive climate and culture		**Susan Sellers**	**06/15/2018**
Action(s)	**Created Date**		0 of 1 (0%)		
1	9/19/16	-Climate Committee -School Facebook page/social media/print media -Positive notes/stickers/ paper plate awards/positive reinforcement -staff socials -Potlucks/celebrations -attending job fairs -staff retreat		Mallory Lane	06/15/2018
	Notes:	-Climate Committee and TWCS data			

Implementation:			10/13/2017		
Evidence	10/13/2017				
Experience	10/13/2017				
Sustainability	10/13/2017				

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:		Parents are engaged through Title I Parent Nights, student conferences, and individual administrative or teacher requests to support students. Additional plans need to be made for proactive parent education related to supporting their students academic/behavioral progress.	Limited Development 04/06/2016		
How it will look when fully met:		Teachers are having BOY, MOY, and EOY conferences with all parents. Quarterly parent nights such as STEM night, curriculum nights, book nights, Schoolwide consistent data tools to share expectations and performance with parents. Classroom/school websites. Positive parent phone call logs. Student reflection sheets (daily communication) Grade level newsletters from data tool Google toolbox to share with staff/parents Online instructional resources MTSS conferences ABE system/parent portal Check in/check out sheets and point sheets PBIS Bearpaws PBIS celebrations and assemblies		Ruth Pitstick	06/15/2018
Action(s)	Created Date		0 of 5 (0%)		
1	8/22/16	Use the data tool for parent conferences		Sonya Oates	06/15/2018
	Notes:	-Teachers update data tool, print to share with parents, and turn in to admin at the end of the year to help in making instructional decisions and classroom placements.			
2	8/22/16	Hold curriculum/STEM nights		Janice Rickey	06/15/2018
	Notes:	-Perhaps have them at the community center at Maides Park -working with Communities in Schools to increase involvement -will be Reading Night with Book Fair, STEM Night, Resource Fair -Watch D.O.G.S. -parent nights			

		-Stem Night September 22			
3	11/28/16	Conduct Parent/Teacher Conferences BOY, MOY EOY		Ashley Anderson	06/15/2018
	Notes:	Conferences are held after assessments.			
4	11/28/16	Staff will communicate with parents		Ruth Pitstick	06/15/2018
	Notes:	Assemblies are quarterly, celebrations monthly;through classroom websites, social media, positive parent phone call log, student reflection sheets, grade level newsletters, online internet resources, PBIS celebrations and assemblies.			
5	11/28/16	Communicate events to NHCS Public Relations Department		Laurie Wierse	06/15/2018
	Notes:				