

## Comprehensive Progress Report

**Mission:**

To use our inspirational and instructional tools to give every child, every chance, every day.

**Goals:**

- Increase End of Grade Proficiency in Reading from 41% to 50% (15% over 3 years to 56%)
- Increase End of Grade Proficiency in Math from 41% to 50% (15% over 3 years to 56%)
- Increase End of Grade Proficiency in Science from 84% to 86% (6% increase over 3 years to 90%)

! = 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>		As of 2017, all classrooms have posted rules and school wide SHARK (safe, honest, accept responsibility, respectful, kind) expectations. All classroom teachers use the first ten days to school to teach, model, and reinforce Shark expectations, rules, and routines. Staff continues to reteach, remodel Shark expectations, rules, and procedures as needed throughout the year, especially after breaks and intercessions. Students are recognized for positive choices and exhibiting desired behavior using Shark Awards, Green Day Celebrations, class rewards, as well as individual classroom behavior systems.	Limited Development 10/31/2017			
<i>How it will look when fully met:</i>						
Action(s)	Created Date					

Notes:

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently in 2017, teachers have a designated day to have planning PLCs after school. Teams also choose to plan on other days throughout the week as needed. During these planning sessions teams use the county pacing guide in Math to choose standards and objectives to teach as a grade level. There is no pacing guide for ELA, so grade levels also determine the standards and objectives that will need to be covered in ELA. Currently, there is no uniform, schoolwide expectations for how long grade levels plan, how and if it is communicated to other staff members or administration, or set agendas or minutes taken at the meeting. The school and grade level teams do not have a specified format for turning in plans, weekly or long range.	Limited Development 11/09/2017		
<b>How it will look when fully met:</b>					
Action(s)	Created Date				
Notes:					

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
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
<b>Initial Assessment:</b>		MTSS team has been established using staff with various expertise (including Instructional Coach, Counselors, Social Worker, AIG, Administration, Classroom teacher) which meets weekly. Students are placed in multi-tiered levels based on benchmark data (AIMSweb, MClass, I-ready), classroom data, observation and teacher input(academic and behavior). Grade levels meet to develop tier 1	Limited Development 10/31/2017		

		plans to address core instruction, tier 2 plans based on specific student deficits and work with MTSS team when deciding tier 3 plans and interventions. Currently tier 2/3 interventions and progress monitoring are the responsibility of the classroom teacher using research based programs that we have within the building. The MTSS team monitors student progress weekly and involves the EC team when interventions in place have not been effective.			
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently we utilize 2 full time counselors, a part time mental health therapist, a social worker, a full time school nurse and administration to help students manage emotions and arrange for supports and interventions. Through MTSS and our tiered instruction we develop intervention and strategies to address individual student needs. In the past, we have partially implemented the following social skill curriculum: Second Step, MindUp and Rachel's Challenge. Currently, school wide, we do not utilize these across the board or with intended fidelity, taking bits and pieces from each. We have an intensive behavior support specialist who serves EC students with social, personal and behavior skills on the IEP's. Family Involvement Team referrals are completed by classroom teachers to ask for additional services related to student's emotional needs. The Family Involvement Team meets weekly to address student's and family's needs and concerns.	Limited Development 10/31/2017		
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, in 2017, our school has two organized transition plans. One is for the transition from PreK to K, in which future K students visit out kindergarten classrooms to familiarize themselves with the school and teachers. PreK and K teachers communicate about students as needed. If students receive special education services a transition meeting is held between the former school, parents, and our school to determine the level of service we will provide. Our 5th grade and the middle schools we feed into, provide an orientation for upcoming 6th graders. Counselors visit our school from the middle schools to explain how middle school "works" and to help students choose electives. Students who receive special education services will have a middle school transition meeting with both schools, teachers, and parents to discuss the level of support that will be provided at the next school. Before students leave Sunset Park, they have a moving up day that celebrates their successes and growing maturity and responsibility. At the beginning of the year we hold an Open House so that students, teachers, and parents meet and see their new classrooms. In addition, we hold Title 1 Curriculum Nights and Meet the Teacher to help students and parents become aware of the curriculum and procedures at each grade level. Throughout the year, teachers help students with needed organizational skills and mindset to prepare them for the next grade level. When students transfer to us from other schools, we are in contact with previous schools about MTSS tiered plans, EC services, or other information as needed. Transfer students receiving special education services have transition meetings with other schools as needed.</p>	Limited Development 11/09/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>

	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As a part of the district's commitment to Sunset Park Elementary , the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement. Superintendent-Dr. Markley Assistant Superintendent of Instruction and Academic Accountability-Dr. Smith Elementary Director of Instruction- Jakki Jethro	Full Implementation 11/09/2017		
	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>			Currently in 2017, we have a School Improvement Team that meets monthly to discuss many items that relate to the operation of the school and school improvement. This team is comprised of teachers from each grade level, administration, support personnel, and other stake holders in the school and community. Other teams within the school meet weekly to address students' social and emotional needs, behavior, and academics. These include the MTSS Team and the Family Involvement Team.	Limited Development 11/09/2017		
<i>How it will look when fully met:</i>			When this objective is fully met, our school leadership team will meet twice a month for an hour or more to review our implementation of effective practice. These meetings will have set agendas and meeting notes to keep a focus on our prioritized indicators, our action steps, and monitoring our progress. Team members will be assigned objectives to monitored and clear steps will be laid out to ensure success. Instructional team meetings will include the needed time to ensure teachers can meet about shared students to plan instruction and improvements. These should also include agendas and meeting notes to keep continued focus. Shared vision and goals and communication about objectives, steps, and progress will be evident in meeting notes. The Administrative Instructional Leadership team will meet weekly, with agendas and meeting notes, to discuss progress towards our goals and objectives related to student achievement and overall school improvement.		Melanie Rhyne	06/15/2018
Action(s)	Created Date					



on instruction, feedback, and coaching.

**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
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**Initial Assessment:**

Currently both grade levels and individual teachers are using data to drive instruction. Teachers use data from i-ready, AimsWeb, mClass, NC Checkins, Schoolnet, Read to Achieve, teacher created formative and summative assessments and observations. One day, monthly, is dedicated for grade level specific data PLCs. The Leadership Team utilized school wide data to make decisions on the focus and direction of the school's academics goals (ELA, Math, Science).

Limited Development  
10/31/2017

**How it will look when fully met:**

Action(s)	Created Date

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
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**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

Limited Development  
11/10/2017

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.

As a school, we utilize True North Logic for evaluations which include a self assessment for teachers and a personalized development plan. Teachers and staff are evaluated by multiple people and the process is standardized and documented. When looking to hire teachers and staff for our school, we are able to utilize NC Teacher Match System and are helped by the Human Resources Department. We provide our beginning teachers with mentors who meet regularly. We have had little staff turnover in the past but recently we have had turnover in several areas. The team needs to gather more information to determine how we can attract and retain highly qualified teachers so that staff turnover will not be an issue.

<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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	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
<b>Initial Assessment:</b>			Currently, we have some issues maintaining parent contact. Barriers include changing phone numbers and living arrangements, limited transportation, and limited availability due to work schedules. As a school we do send home Take Home folders to support home and school communication. Teachers use a variety of formats to communicate with families including phone calls, emails, web pages, Dojo, Remind, newsletters, and school wide Blackboard Connect phone calls. None of these attempts are uniform school wide except for the Blackboard Connect phone calls which are automated to go to each family within the school. The school also plans events across the school year to address curriculum goals and initiatives. We have also added some parent nights that are more engaging, such as concerts and Bingo nights, to draw parents in to our school community. The school partners with many local agencies that help support a home school connection by providing books and supplies. These include the Rotary Club, First Book, the Port Authority, the Sunset Neighborhood Association, Communities in School Stuff the Bus.	Limited Development 11/10/2017		

<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					