

Comprehensive Progress Report

Mission:

The Mission of Wrightsboro School is to establish and promote a caring, engaging and supportive environment that enhances learning and leadership for all.

Goals:

Students will show a years growth in reading.

Students will use behavior strategies explicitly taught and modeled for school and classroom expectations.

Students will show a years growth in science

Students will show a year's growth in math.

! = Past Due Actions

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
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| 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> | | <ul style="list-style-type: none"> School rules and expectations are in student/staff handbooks School rules and expectations are posted in various places on campus and posted in every classroom Explicit teaching and modeling of rules and expectations Daily Morning Meetings, addressing social and behavioral expectations, using the Mind Up curriculum Guidance Lessons Tier 2 and 3 Social Skills groups, led by members of FASST and/or MTSS Behavior Coordinator Begin discussions about a uniform school-wide K-1/2-5 behavior management plan Monthly PBIS PLC meetings with meeting notes, shared school-wide 5:1 ratio for positive to corrective feedback | Limited Development 10/27/2017 | | | |

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| | | <ul style="list-style-type: none"> Daily recognition of school-wide behavior in morning announcement | | | |
| How it will look when fully met: | | <ol style="list-style-type: none"> Classroom and office referral data will decrease from 2016-2017 Out of school suspension data will decrease from 2016-2017 Teachers will effectively be implementing 1 of 3 provided classroom management systems, with fidelity PBIS yearly set evaluation results will improve to exemplary status FASST and MTSS Behavior Fidelity Logs | | Luis Cruz | 06/06/2018 |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 10/27/17 | PBIS Team will audit classrooms to ensure each room has posted rules, procedures, and a behavior management system. | | Melinda Wiggins | 12/06/2017 |
| <i>Notes:</i> | | | | | |

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| 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> | | <ul style="list-style-type: none"> Weekly grade-level planning time Quarterly vertical planning time Core 1 plans are defined and updated (BOY,MOY,EOY) for each grade level Thinking Maps used PreK-5 Response to Text Professional Development on Thinking Maps and Response to Text, using online modules and monthly PLC check-ins i-Ready used for math and reading for grades 2-5 i-Ready used as an instructional resources for grades K-5 MTSS Coordinator and Interventionist guided math and reading groups Team pacing-guides and quarterly plans Instructional Coach Two instructional team planning days per year Weekly instructional walk-through with written feedback, provided by Administration and Instructional Coach Formal observations by admin team, mentors, and peer observers to all include post-conferences | Limited Development 10/27/2017 | | |

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| How it will look when fully met: | | <ol style="list-style-type: none"> 1. School-wide i-Ready usage report will grow from 2016-2017 school year 2. True North Logic will be used for formal observations 3. Grade-level meeting notes posted on Google Drive 4. Core plans are posted on Google Drive 5. Certificates of completion for Thinking Maps modules 6. CEUs for professional development 7. Benchmark and progress monitoring data will be used to guide instructional plans 8. Standard-specific Benchmark data to include: SchoolNet, i-Ready diagnostic, DPI Math Assessment, and NC Check-ins | | Crissie Allen | 06/06/2018 |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 10/27/17 | Instructional Coach and Principal will help facilitate data planning days provided to each grade level. | | Crissie Allen | 12/20/2017 |
| <i>Notes:</i> | | | | | |

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| 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> | | <ul style="list-style-type: none"> • After BOY and MOY we have grade level data discussions • Create Tier 1 Core plans- Instructional Coach, MTSS coordinator and Behavior Interventionist lead with guiding questions • Update Core plans at MOY • MTSS weekly Monday meetings with parents and administration to address students in the Tier 3 MTSS process. • Planbook is used by all classroom teachers and is accessible to the administration team as well the instructional coach, MTSS coordinator and behavior interventionist • Principal meets with individual teachers to discuss and EVAAS data • Principal and Instructional coach look at EVAAS data for each grade level • Teachers meet regularly with parents of students in Tier 2 • Bi-weekly leadership meeting to discuss Tier 2 and Tier 3 students with next steps | Limited Development 11/02/2017 | | |
| How it will look when fully met: | | <ul style="list-style-type: none"> • Teachers become better at analyzing data without full support of the leadership and administrative team. | | Virginia Wheeler | 06/07/2018 |

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| | | <ul style="list-style-type: none"> Meeting notes will be uploaded MTSS process implemented with fidelity | | | |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 11/2/17 | Meeting notes are uploaded | | Virginia Wheeler | 06/07/2018 |
| <i>Notes:</i> | | | | | |
| 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: | | <ul style="list-style-type: none"> Morning and Afternoon meetings, daily Guidance lessons, monthly Mind Up Resources Students identified in the MTSS process for behavior receive social skills lessons and check-in's provided by members of FASST and MTSS Behavior Coordinator Two social workers, guidance counselor, mental health therapist, and school psychologist on campus with resources for teachers FASST members meet regularly Calm/Safe place in every classroom to reflect and deescalate Process in place and staff members trained for when behaviors are unsafe in the classroom/school campus | Limited Development 11/02/2017 | | |
| How it will look when fully met: | | <ul style="list-style-type: none"> During Morning Meetings, teachers will provide explicit lessons on monitoring emotions and self-regulation Teachers will utilize strategies provided to deescalate students in crisis Guidance Lessons will be documented Fidelity Logs for students in MTSS process will be filed and/or uploaded FASST meeting logs and notes Notes are kept on ABE and behavior charts to document and log behaviors occurring and students' responses | | David "Sammy" Dorsey | 06/06/2018 |
| Action(s) | Created Date | | 0 of 2 (0%) | | |
| 1 | 11/2/17 | Every teacher should have a calm/safe place in the classroom. | | Samantha Keller | 06/06/2018 |
| <i>Notes:</i> | | | | | |
| 2 | 11/2/17 | Walk-through observations with feedback to be completed during morning and afternoon meetings | | Samantha Keller | 06/06/2018 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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> | | District leaders are organizing instructional rounds throughout the district. The Wrightsboro instructional round will take place on November 15, however I have already had a meeting with the Assistant Superintendent and the school Leadership Team to identify the problem of practice. We have reviewed EOG reading scores and EVAAS data to determine areas of need. Third grade teachers have used a full day to plan on November 1 for the new 9 weeks with the instructional coach. The district also offers workshops for principals throughout the year with a focus on instruction. The MTSS district lead teacher and the Literacy Coach have come to work with each grade level to look at common practices and develop Tier I Plans. Each team will plan weekly and submit grade level meeting notes to the administration team and instructional coach. | Limited Development 11/01/2017 | | |
| <i>How it will look when fully met:</i> | | Reading practices will reflect more differentiation to meet the needs of individual students. Teachers will observe master teachers in this area with a guided observations. Proficiency and growth in reading will increase. | | Virginia Wheeler | 06/07/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | 0 of 1 (0%) | | |
| 1 | 11/1/17 | Schedule guided observations once a quarter. | | Virginia Wheeler | 06/07/2018 |
| <i>Notes:</i> Reflections and discussion to occur with instructional team. | | | | | |
| 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> | | <ul style="list-style-type: none"> Leadership team is scheduled to meet 2 times per month Discuss student academic and behavior data SIT meets 2 times per month Leadership PLC teams to include PBIS, PD, Parent Involvement , Instructional | Limited Development 11/02/2017 | | |

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| How it will look when fully met: | | <ul style="list-style-type: none"> Meeting notes will be posted to reflect discussion and next steps Instructional practices become more reflective of the data | | Mallory Weeks | 06/07/2018 |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 11/2/17 | Assign staff members to each team Create folders and add meeting notes so the notes can be uploaded to the Indistar instrument | | Mallory Weeks | 06/07/2018 |
| <i>Notes:</i> | | | | | |

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| 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: | | Duty schedule for staff members for each nine weeks Grade level planning schedule Monthly PLC with agendas Weekly MTSS schedules Planning days for teachers Parent Nights Leadership team twice a month Master Calendar | Full Implementation 11/01/2017 | | |

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| 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: | | <ul style="list-style-type: none"> Weekly walk-through observations with written feedback, provided in a timely manner True North Logic observation schedule Weekly Planbook check-in to monitor teachers' lesson plans Principal works with teachers individually to create and monitor professional development plans, three times per year Principal attends weekly MTSS meetings and IEP meetings, as needed High visibility in the building, as monitored with walk-through observations | Limited Development 10/27/2017 | | |
| How it will look when fully met: | | <ol style="list-style-type: none"> True North Logic Observation Matrix completed Weekly walk-through Google Form | | Crissie Allen | 06/06/2018 |

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| | | 3. Monthly observation log, submitted to Superintendent 4. MTSS meeting logs 5. IEP meeting logs | | | |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 10/27/17 | All observations of 28 teachers has been completed | | Crissie Allen | 12/06/2017 |
| | | <i>Notes:</i> | | | |

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| Core Function: | Dimension E - Families and Community |
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| Effective Practice: | Family Engagement |
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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 |
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| <i>Initial Assessment:</i> | Wrightsboro Elementary host 4 parent nights per year. We provide workshops with a variety of choice for parents to choose from in order to help parents support students at home. We offer food during these nights and have kids be a part of the planning for the night to enhance parent support. Teachers schedule conferences with parents 3 times throughout the year to keep parents abreast of student performance in the classroom. Parents participate in volunteer training so they can help students be successful in the classroom. Parental logs are collected at each event. Flyers and phone calls are sent before each event. | Limited Development 11/01/2017 | | |
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| <i>How it will look when fully met:</i> | Participation logs will show more parent participation and parents have resources at home to support students. Materials will be provided for parents after each meeting as well as an exit ticket on feedback from the parents on what they would like for our staff to offer in supporting students at home. | | Alexandra Miller | 06/07/2018 |
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| 1 | 11/1/17 | Leadership team will discuss tools to provide parents for each planned parent night to support learning at home. | | Susan Holloway | 06/07/2018 |
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| | | <i>Notes:</i> Parent University night will be held 4 times a year. The two have been planned for November 14 and Dec. 12 | | | |
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