

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.

Vision:

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.

All students will increase their engagement in school through positive relationships and social emotional intervention and support.

All staff will increase their knowledge and understanding of the key principles of VL to positively impact on their own practice, resulting in increased attainment and achievement for our students.



! = Past Due Objectives 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>			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		
<i>How it will look when fully met:</i>			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
Actions				7 of 11 (64%)		
	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.

10/10/17	Administration provide feedback to grade level classroom management plans.	Complete 09/01/2017	Sonya Oates	09/01/2017
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Notes:

10/10/17	Establish a calendar for monthly behavior PLCs	Complete 09/04/2017	Laurie Wierse	09/04/2017
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10/10/17	Update behavior flowchart and share with teachers	Complete 10/16/2017	Sonya Oates	10/16/2017
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10/10/17	Conduct a needs survey for teachers on topics they would like covered at monthly behavior PLCs	Complete 09/14/2017	Laurie Wierse	01/26/2018
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Notes:

10/10/17	Conduct a thorough book student of Tools for Teaching	Complete 03/30/2018	Susan Sellers	03/30/2018
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10/10/17	Consider a follow up study of Conscious Discipline	Complete 03/30/2018	Susan Sellers	03/30/2018
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10/10/17	Teach Second Step curriculum at all grade levels daily in morning meeting		Laurie Wierse	06/15/2018
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10/10/17	Conduct walkthroughs and fidelity checks of Morning Meeting		Laurie Wierse	06/15/2018
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Notes:

10/10/17	Set quarterly behavior goals school wide and hold celebrations		Laurie Wierse	06/15/2018
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Notes:

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
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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 decisions about instruction.	Limited Development 10/25/2017		
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
Actions						
<i>Notes:</i>						
!	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.		Elizabeth Bump	06/15/2018
Actions				6 of 8 (75%)		
11/15/17		Teachers attend a webinar on STEMscopes.		Complete 08/02/2017	teachers	08/02/2017
<i>Notes:</i>						
11/15/17		Teachers attend STEMscopes PD and begin implementation.		Complete 08/07/2017	Teachers	08/07/2017
<i>Notes:</i>						
11/15/17		Teachers attended training on a new ELA curriculum, Open Up, and began implementation by October 30th.		Complete 10/12/2017	Teachers	10/30/2017
<i>Notes:</i>						
11/15/17		Teachers completed a micro PD on Learning Focused lesson planning.		Complete 11/07/2017	Teachers	11/07/2017
<i>Notes:</i>						

11/15/17	Teachers will meet with Amy Brown, Learning Focused consultant, to discuss and improve current instruction.	Complete 11/28/2017	teachers	11/28/2017
Notes:				
11/30/17	Grade level teams will meet with Snipes grade level teams for an EL Open Up round table discussion.	Complete 11/30/2017	Kristin Rudy	11/30/2017
Notes:				
1/24/18	Grade levels meet once a month all day to plan instruction, assessments, and analyze data.		Kristin Rudy	06/15/2018
Notes:				
11/15/17	Grade level teams meet for a minimum of 90 minutes a week to create standard aligned lesson plans.		teachers	06/15/2018
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.		Elizabeth Bump	06/15/2018
Actions				10 of 18 (56%)		
9/8/16		Reading Mastery PD		Complete 10/18/2016	Sonya Oates	10/18/2016
Notes: Materials, monitoring and feedback						
10/10/17		Literacy block structures, expectations, and resources defined with teachers		Complete 07/26/2017	Kristin Rudy	07/26/2017
Notes:						
10/10/17		Hire part-time, certified interventionists to deliver Tier 3 interventions		Complete 08/01/2017	Susan Sellers	08/01/2017
Notes:						

10/10/17	BOY data analysis with teachers	Complete 09/07/2017	Kristin Rudy	09/07/2017
<i>Notes:</i> How effective is core? Action steps. Identify Tier 2 and 3 students.				
10/10/17	Provide professional development on differentiation and scaffolding strategies	Complete 09/22/2017	Susan Sellers	09/22/2017
<i>Notes:</i> Jenn Knight from UNCW				
10/10/17	Open Up PD for teachers	Complete 10/13/2017	Susan Sellers	10/13/2017
<i>Notes:</i>				
10/10/17	Create Tier 2 instructional protocols for classroom teachers	Complete 10/18/2017	Kristin Rudy	10/18/2017
<i>Notes:</i>				
9/8/16	Tools for teaching PD	Complete 12/15/2016	Kristin Rudy	12/15/2017
<i>Notes:</i> Presenters from district and staffing reading Tools for Teaching book provided.				
10/10/17	MOY data analysis with teachers	Complete 02/15/2018	Kristin Rudy	02/15/2018
<i>Notes:</i>				
10/10/17	Recurring PD on differentiation and scaffolding		Susan Sellers	06/15/2018
<i>Notes:</i>				
10/10/17	Reading Foundations Training for all K-5 classroom teachers		Susan Sellers	06/15/2018
<i>Notes:</i>				
10/10/17	Analyze benchmark assessment data to inform and adjust core instruction as well as tiered interventions		Kristin Rudy	06/15/2018
<i>Notes:</i>				
10/10/17	Use common formative assessments in PLCs at least monthly to continuously monitor core instruction		Kristin Rudy	06/15/2018
<i>Notes:</i>				
10/10/17	Progress monitoring expectations shared with teachers	Complete 08/30/2017	Kristin Rudy	06/15/2018
<i>Notes:</i>				
10/10/17	Monthly progress monitoring fidelity checks		Susan Sellers	06/15/2018
<i>Notes:</i> Are students being progress monitored consistently? Is data being used to inform and adjust instruction?				
10/10/17	Implement iReady with fidelity		Susan Sellers	06/15/2018
<i>Notes:</i>				
10/10/17	Use iReady reports to determine lessons passed and to inform instructional interventions		Susan Sellers	06/15/2018
<i>Notes:</i>				

9/8/16		Weekly instructional PLCs with K-5 teachers			Kristin Rudy	06/15/2018
Notes: minutes from meeting and discussion						
!	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: Second Step, breakfast groups, MTSS process, 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 -reflection logs on-going -behavior core working for working for 80% -decreased behavior referrals			Bethany Burger	06/15/2018
Actions				3 of 8 (38%)		
	10/13/17	Allow time in master schedule for Social-Emotional curriculum, Second Step, to be delivered daily.		Complete 07/14/2017	Susan Sellers	07/14/2017
Notes:						
	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:						
	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:						
	9/19/16	-Use supplemental resources to enhance Second Step -Continue to tap into Counselor Resources -Tools for Teaching PD -Utilize resources shared by MTSS counselor			Katie Akinli	06/15/2018
Notes: -Review data						
	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:						
	10/13/17	Pilot resilience assessment in fourth grade.			Katie Akinli	06/15/2018
Notes:						

10/13/17	Provide professional development for teachers on social emotional needs		Katie Akinli	06/15/2018
<i>Notes:</i>				
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
<i>Notes:</i>				
	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
<i>Initial Assessment:</i>		m	Limited Development 01/24/2018	
<i>How it will look when fully met:</i>		m		Bethany Burger
<i>Actions</i>				
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	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
Actions				1 of 3 (33%)		
11/15/17		The leadership team completed the state self-assessment and an action-plan was created for 2017-2018.		Complete 06/06/2017	Kristin Rudy	06/06/2017
Notes:						
9/8/16		Continuous walk-throughs			Susan Sellers	06/15/2018

Notes: Walk-through tool

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
Actions				0 of 7 (0%)		
8/22/16		Conduct MTSS behavior meetings monthly.			Laurie Wierse	06/15/2018
Notes:		-monthly MTSS implementation and behavior meetings				
11/28/16		Create a schedule for extended planning once per week per grade level or department.			Susan Sellers	06/15/2018
Notes:						
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				
11/28/16		Implement half-day grade-level PLCs at the end of each quarter			Elizabeth Devoid	06/15/2018
Notes:						
11/28/16		Conduct grade-level PLCs weekly			Kristin Rudy	06/15/2018
Notes:						
11/28/16		Conduct monthly BT/Mentor meetings			Ruth Pitstick	06/15/2018

11/28/16

Conduct monthly School Improvement Team meetings with grade level chairs and administration.	Sonya Oates
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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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>						
<i>Actions</i>						

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.		Connie Rogers	06/15/2018
Actions				0 of 2 (0%)		
9/8/16		Analyze Data			Elizabeth Devoid	06/15/2018
Notes: Data tools, benchmarks, mclass, observations						
9/8/16		Feedback to teachers			Susan Sellers	06/15/2018
Notes: feedback and discussion						

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
Actions				0 of 7 (0%)		
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.						
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						
11/28/16			Conduct Parent/Teacher Conferences BOY, MOY EOY		Ashley Anderson	06/15/2018
Notes: Conferences are held after assessments.						
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.						

11/28/16	Communicate events to NHCS Public Relations Department		Laurie Wierse	06/15/2018
<i>Notes:</i>				
11/15/17	Parent education sessions		Kim Francum	06/15/2018
<i>Notes:</i>				
11/15/17	Attendance Awareness		Kim Francum	06/15/2018
<i>Notes:</i> daily announcements for perfect attendance, weekly on time awards, quarterly perfect attendance celebrations, bulletin board for perfect attendance.				