

## Comprehensive Progress Report

**Mission:** Every student will apply Real life learning for real life living to classroom instruction.

**Vision:** *Nash-Rocky Mount Public School System is focused on preparing ALL students bright & prosperous futures by deliberately and intentionally providing Rigorous and Relevant instruction in every classroom, every day.*

**Goals:**

- By EOY 2017-18, all teachers will work to teach core to reach 80% mastery as monitored by lesson planning, observations and feedback. 80% based on MTSS framework for CORE instruction Using the NRMS framework Interventions Spiral Instruction Walk thru tool used for monitoring Google drive lesson plan review
- By EOY 2017-18, all teachers will consistently use high yield strategies in direct instruction that will be monitored by lesson planning, observations and feedback. Strategies (by standard) from Marzano/Hattie, Assess for mastery (80%) of standards, Use mastery to drive instruction (not daily plan, but lesson plan), Google drive lesson plan review
- MES non-negotiables: Use high yield instructional practices as defined by MES leadership team and the NRMPs instructional model to build powerful instruction that will be monitored by lesson plans, observations, and feedback Data driven, backwards planning with NRMPs framework to plan and guide actual work that will be monitored by lesson plans, observations and feedback.
- Professional learning goals: Teachers will learn to modify instruction using Scaffolding. Teachers will use researched based strategies to support core instruction.



### CORE FUNCTION

**Core Function:** Dimension A - Instructional Excellence and Alignment

Effective Practice:	High expectations for all staff and students	Implementation Status	Assigned To	Target Date

**Initial Assessment:** The principal stays abreast of current research and communicates expectations of improvements consistently.

Implementation Status	Assigned To	Target Date
Full Implementation 07/17/2017		

**Initial Assessment:**

PBIS procedures and rules are in place. Office referrals are limited. Consistency in procedures and rules have lessened our classroom disruptions and office referrals. We will continue using PBIS procedures throughout the school. This year we have implemented an office sign in for tracking of students that come in to see admin. regardless of any consequence.

Full Implementation

07/14/2017

**Core Function:**

Dimension A - Instructional Excellence and Alignment

**Effective Practice:**

Curriculum and Instructional alignment

	Vertical Alignment of Instructional Practices	Implementation Status	Assigned To	Target Date
--	---	-----------------------	-------------	-------------

**Initial Assessment:**

Grade level PLC's meet every other week for review of student progress and practice. Grade levels meet monthly for vertical planning and review. PLC time is 50 minutes.

Full Implementation

07/17/2017

	Vertical Alignment of Instructional Practices	Implementation Status	Assigned To	Target Date
--	---	-----------------------	-------------	-------------

**Initial Assessment:**

This year we have power planning sessions every 4-5 weeks. K-2 7:30-11:30 and 3-5 11:30-3:30 for the purpose of vertical planning and strategies and creating learning goals.

Full Implementation

07/17/2017

**Initial Assessment:**

Currently our school is divided into grade level teams that plan in weekly PLCs. We have focused on priority standards and discussions of common assessments for each standard but this is a work in progress. Some of our team members have gone to professional development to learn about effective PLC processes.

Priority Score: 3      Opportunity Score: 2      Index Score: 6

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

Instructional teams will develop standards-aligned units of instruction for each subject and grade level. Strategies: Peer observation Planning units shared in google drive (lesson plan evidence) Common assessments (pre and post) Use of effect size excel spreadsheet with pre and post data Priority focus on standards (posters in each class and visible around school) Standards aligned (5th science—all grade levels) Vertical planning twice a month (club time) Lesson Plans: Meet with team weekly to create a lesson plan, include differentiation, ELL and EC plan, priority standards, supporting standards, unpacking documents (UD)(linked), evidence of using UD, I can statements, thinking maps, ELA plan (shared, read aloud, guided), homework, IE, resources, vocabulary, daily plan of attack. Submit lesson plan to google drive weekly. Have lesson plan visible / on desk during the day. Make notes / tweaks to show evidence of review / reflection of lesson. Share with team ups and downs to make the lessons better in the future. Cadres help with unit planning by collaborating to create a lesson for cross grade levels in each subject. \*\* something we might not always document that we do, but will help with this goal \*

**Objective Met**      **Brittany Adkins**      **06/09/2017**  
**11/01/17**

Account	Grade	Grade Date	Complete	By	Date
1		9/7/16	Complete 05/19/2017	Sherri Wells	06/09/2017

Lesson Planning- lessons shared in google drive, common assessments for lessons shared. Lessons include use of unpacking documents, thinking maps, ELA plan, I can statements, differentiation for EC/ELL, IE time, resources, vocabulary and priority standards. Lesson plan folder is accessible to all staff at any time.

2		9/7/16	Complete 05/19/2017	Brittany Adkins	06/09/2017
---	--	--------	---------------------	-----------------	------------

PLC- Weekly agendas to include planning, data meetings and resource gathering. Agendas submitted to the google drive. Meet horizontally weekly and vertically monthly.

3		9/7/16	Complete 09/16/2016	Brittany Adkins	09/30/2016
---	--	--------	---------------------	-----------------	------------

Priority standards posted around the school per grade level. Posters in each classroom and in data room.

9/7/16 Pre and post common assessments used at every grade level. Google drive folder for sharing of common assessments.

Complete 05/19/2017

Sherri Wells

06/09/2018

Notes: Folder is shared with all staff.

**Evidence**

5/19/2017

Google drive for the lesson plans, PLC agendas and minutes, common assessments and collected data.

**Experience**

5/19/2017

Implemented data and planning PLC days for each grade level. Lesson plans were shared in the google drive by all. Vertical monthly meetings to share data and plan. Priority standards are posted in each classroom as well as the data room. Pre and post common assessments were completed and shared in data PLCs.

**Sustainability**

5/19/2017

We want to establish a PLC team to organize protocol for next years PLCs and to help build data independence on each grade level.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

Initial Assessment:

We have an intervention system in place for each grade level that allocates time in reading and math to the meet the individual needs of our students. We have an intervention specialist who helps with this as well. AIG teacher is available one day a week and 1.5 EC teachers to intervene. We monitor progress through data and regroup students as necessary. We have created 2 leveled classes and a transition class to help provide support. We start interventions day one of school based on last years EOY data.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

The school will implement a tiered instructional system that allows teachers to deliver evidence based instruction aligned with the individual needs of students across all tiers. Strategies: Gauge effective instruction using the TIPS model from The Highly Effective Teacher, Book study, Focus PDP's on individual TIPS assessment, Pair teachers with grows and glows for vertical discussions based on TIPS, Assessment, Fidelity checks with progress monitoring, Pilot of the RTI stored intervention tracking system, Use of data room and focused data PLC's.

Sarah Elder

06/09/2017

1 9/7/16 Create data room for use with PLCs.

2 of 8 (25%)

Complete 09/30/2016

Kim Clarke

09/30/2016

Notes: Data room is being used each week for planning and data PLC's.

2 9/7/16 Continue Pilot RTI intervention tracking system. 2nd training on December 19th. This will remain in process throughout this year 2017-18. At the end of the year we will decide to continue or discontinue use.

Complete 06/08/2018

Sarah Elder

06/08/2018

Notes: Teachers will begin inputting data and using the system themselves this year.

3 9/7/16 Fidelity checks for Reading 3D progress monitoring.

Sarah Elder

06/08/2018

Notes:

4 9/7/16 Data focused PLCs twice monthly.

Sarah Elder

06/08/2018

*Notes:* Teams will review intervention data periodically, but the focus will be on standards based instruction with 80% mastery of standards in each grade level.

5 9/15/17 Receiving core training from Megan Cardin-lead psychologist  
Sarah Elder 06/08/2018

*Notes:*

6 9/15/17 Walk-through instrument with peer feedback.  
Sarah Elder 06/08/2018

*Notes:* Principal created walk thru instrument for the purpose of peer observations and feedback to staff on implementation of core instruction and best strategies for teaching and learning. Staff are assigned a walk thru each month. They are assigned a teacher for the 1st 3 months, then they will choose and 2nd semester admin will assign again.

7 9/15/17 PDP goals based on instructional needs and evaluations.  
Sarah Elder 06/08/2018

*Notes:*

8 9/15/17 Use of instructional coaches twice per week  
Sarah Elder 06/08/2018

*Notes:* We have been assigned a reading and math coach for instructional support. They are with us as follows: Reading Wed/Thurs. and Math Thursdays. They observe for the purpose of teacher support of curriculum and teaching the standards. They meet with teachers in PLCs also.

**Evidence** 9/11/2017 Can provide Data PLC notes from every meeting last year.

**Experience** 9/11/2017 All goals were completed last year, teachers meet twice monthly to share data and plan.

**Sustainability** 9/11/2017 We will continue to meet twice monthly to discuss data at grade levels, and we will also have k-2 and 3-5 data sharing sessions every 4-5 weeks

**Initial Assessment:**

MTSS process is in place and is used for referrals.

Full Implementation  
07/17/2017

Implementation Status	Assigned to	Target Date
Implementation Status	Assigned to	Target Date

**Initial Assessment:**

Leader in me is used as a guide for students. Announcements center around leader in me. Awards are given regularly and competitions encourage social/emotional competency

Full Implementation  
07/17/2017

**Initial Assessment:**

We have a school psychologist and counselor to help address student emotional needs on an individual and small group basis. Staff will focus on meeting student emotional needs this school year through PLC discussions and brainstorming. Our PBIS team meets monthly to discuss student behaviors and how to best address our most needy students. School seeks advice from the EC staff to help address at risk behaviors.

Limited Development  
08/15/2016

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

All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Strategies: Small group guidance (using referral and attendance data) groups started day 3, Coach PLC teams in SEFEL model as used in PreK, Make positive classrooms experiences happen intentionally and document, Peer and staff buddies for at risk students.

Sara Burkes

06/08/2018

1

9/7/16 Small group guidance as needed for students based on teacher/parent/student referrals as well as the use of attendance and academic data to determine needs.

Sarah Elder

06/09/2018

2

9/7/16 Make positive classroom experiences happen intentionally. Staff members will share ideas and document.

Sara Burkes

06/08/2018

3

9/7/16 Use Fostering Resilient Learners and positive discipline to help teachers understand and interact with at risk students.

Sarah Elder

06/08/2018

**Notes:** Our School Counselor is doing a book study on Fostering Resilient Learners. She will share section by section in PLC's once a month beginning 2nd semester. This will assist teachers with addressing student needs based on problems that they enter school with from outside sources. It will give research and information to assist in building positive relationships and understanding at risk students. We will share ideas and best practices from the book and add to our look fors in walk thrus.

4 Creating a bond with our students by learning about themselves personally by having all teachers learn 3 non-academic things about their students. Having all teachers go through students cumulative records

Sara Burkes 06/08/2018

5 Behavior team meets once a month to advise teachers with students that have behaviors that are out of the norm.

Sara Burkes 06/08/2018

Notes: Team will meet once per month on 3rd Monday to review at risk list and to share strategies and check in with teachers of at risk students.

IMPLEMENTATION STATUS	ASSIGNED TO	TARGET DATE
Limited Development		

Initial Assessment: We have structured our grade level vertical meetings to include conversations about transition from grade to grade and areas that students progress seems weak. We have a Prek to K transition plan as well as a 5th grade to 6th plan. Students visit these classes in advance of promotion and parent sessions are held as well.

07/14/2017

How it will look when fully met: Students and parents will have knowledge of the next grade. Teachers will use vertical planning to help them align with the next grade level and create a smoother transition.

Sherrri Wells 06/08/2018

1 9/15/17 Vertical planning meetings.

Sherrri Wells 06/08/2018

2 9/15/17 Align priority standards k-5 using our power planning sessions.

Sherrri Wells 06/08/2018

3 9/15/17 Collaboration across grade levels with students, having older students teach younger students.

Sherrri Wells 06/08/2018

4 11/1/17 Transition day/night in May. Students and parents will visit the next grade level to meet teachers, share curriculum and look for's for the next grade level.

Kim Clarke 06/08/2018

**Core Function: Dimension 3 - Leadership Capacity**

Effective Practice: Strategic planning, mission, and vision

IMPLEMENTATION STATUS	ASSIGNED TO	TARGET DATE



<b>Initial Assessment:</b>	There are coaches, supervisors and assistance available to schools in need. See NRMPS coaches schedule.	Full Implementation 08/15/2016		
<b>Initial Assessment:</b>	Our schools leadership team consists of a teacher from each grade level, administration, counselor, psychologist, EC, ESL, and special area teacher reps. Our team meets as a whole group the 1st Thursday of each month and in smaller PLCs throughout the month. We review the school improvement goals and grade level goals based on data in our meetings.	Full Implementation 08/15/2016		
<b>Initial Assessment:</b>	The principal uses data and research to communicate a message of change.	Full Implementation 07/17/2017		
<b>Core Function: Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>	Implementation Status		
<b>Initial Assessment:</b>	Leadership provides daily planning and duty free lunch as much as possible. Leadership does not plan meetings that require a lot of after school time. Leadership is aware of what it was like to be a teacher and works to promote a positive culture. (trade time, leave early, jean days, etc)	Full Implementation 07/17/2017		
<b>Initial Assessment:</b>	Leadership team is required to share in decision making.	Full Implementation 07/17/2017		
<b>Initial Assessment:</b>	Our school provides teachers with protected planning time daily and vertical planning twice a month. Duties are shared among team members and equally distributed. we have no problems attracting volunteers, we are a small school where everyone pitches in. Principal works with staff to offer incentives for service on teams.	Full Implementation 08/15/2016		

**Core Function: Dimension B - Leadership Capacity**

**Effective Practice:** **Monitoring instruction in school**

**Initial Assessment:** The Principal and LT acts on data instantly and shares with stakeholders. Full Implementation 07/17/2017

Implementation Status	Assigned To	Target Date
Implementation Status	Assigned To	Target Date

**Initial Assessment:** The principals visibility and focus on instruction are a high priority. Principal is directly involved in individual student data analysis. Principal provides strategy ideas and feedback to help improve classroom instruction.

Full Implementation 08/15/2016

Implementation Status	Assigned To	Target Date
Implementation Status	Assigned To	Target Date

**Initial Assessment:** School sets goals for PD and uses data to monitor change. Full Implementation 07/17/2017

Implementation Status	Assigned To	Target Date
Implementation Status	Assigned To	Target Date

**Initial Assessment:** The team uses RTI:Stored as well as a drop out tracking system for monitoring. Full Implementation 07/17/2017

**Core Function: Dimension C - Professional Capacity**

**Effective Practice:** **Teacher quality and experience**

**Initial Assessment:** Teachers receive scheduled PD based on data from EOY and needs observed as well as needs indicated by teachers. Full Implementation 07/17/2017

Implementation Status	Assigned To	Target Date
Implementation Status	Assigned To	Target Date

	Teacher's 10 State New Standards	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>				
	We have developed a leadership team that is structured to take over components of our school needs and lead the staff. (global lead, MTSS lead, PLC lead, PBIS lead).	Limited Development	07/17/2017	
<b>How it will look when fully met:</b>				
	teachers will be helping teachers across grade levels. Improved evaluation scores and building capacity among the staff.		06/08/2018	Sherrri Wells
<b>1</b>	9/15/17. Walk throughs by all staff. Allowing them to see other grade levels.		06/08/2018	Sherrri Wells
	<b>Notes:</b> Principal created walk thru instrument for the purpose of peer observations and feedback to staff on implementation of core instruction and best strategies for teaching and learning. Staff are assigned a walk thru each month. They are assigned a teacher for the 1st 3 months, then they will choose and 2nd semester admin will assign again. Feedback is automatically sent to the teacher observed from the form.			
<b>2</b>	9/15/17 Google survey on teacher expertise has been created and shared. It will be used to create PD sessions led by teachers in PLC's or PD days.		06/08/2018	Sherrri Wells
	<b>Notes:</b>			
<b>3</b>	11/1/17 2nd semester walk-through. We will add a personal reflection for teachers after observing a peer's classroom.		06/08/2018	Sherrri Wells
	<b>Notes:</b>			
<b>Initial Assessment:</b>				
	Leadership uses action plan to exit teachers that are low performing.	Full Implementation	07/17/2017	

**Core Function:** Dimension C - Professional Capacity

**Effective Practice:** Quality of professional development

Initial Assessment:	Priority Score: 2	Opportunity Score: 2	Index Score: 4	Assigned To:	Page/Date:
Our school tends to look at performance data and hasn't focused specifically on aggregated data on a frequent basis. Principal normally makes PD decision based on wholesale needs of the school.					
Limited Development					
08/15/2016					

**How it will look when fully met:** The school's leadership team regularly looks at school performance data and aggregate classroom observation data and uses that data to make decisions about school improvement and professional development. Strategies: Leadership team and PLC's need to bring the data and discuss review. Leadership shared agenda needs to have a data section each month and teachers/grade levels input their current data for review. Provide minutes from PLC's where data is reviewed and strategies are shared to improve teaching thus improving learning. Effect size for standard based assessments pre and post comparison. Find instructional strengths of teachers and use teacher leaders to build capacity among all teachers.

**1** 9/7/16 Grade levels have data prepared to share at leadership meetings monthly. Complete 01/31/2017 Sherrri Wells 01/31/2017

**2** 9/7/16 The school's leadership team will discuss school wide and grade level data monthly to ensure our school is making progress on our school improvement goals. Complete 05/19/2017 Sherrri Wells 06/09/2017

**3** 9/7/16 Find instructional strengths of teachers and use teacher leaders to build capacity among all teachers. Complete 05/19/2017 Sherrri Wells 06/09/2017

**4** 11/1/17 Review of walk through data and reflections at the end of each semester. Based on walk through data what are our needs and strengths. Sherrri Wells 06/08/2018

Notes:

5 Teachers come prepared to Data PLCs with their own chosen data 11/1/17 forms and discussions of standards based data have begun in order to ensure mastery.

Sherri Wells 06/08/2018

Notes: Upload data monthly from PLC shared data.

**Evidence**  
5/19/2017 leadership team agenda and notes, data records. Professional development, and presentations from teachers, and group leaders from vertical planning. We have this leadership team going to PLC training on June 19th.

**Experience**  
5/19/2017 Grade levels prepared data with leadership to share at monthly meetings. leadership team discussed school wide data from attendance, PBIS and academics. teachers were placed in leadership roles to assist and build capacity.

**Sustainability**  
5/19/2017 Continue classroom walkthrough so teachers can see strengths amongst each other. Continue sharing data at PLCs.

**Initial Assessment:** Learning Walks or Instructional rounds can assist with active learning. We have implemented and will continue to work on these this year.

Limited Development  
07/17/2017

Sherri Wells 06/08/2018

**How it will look when fully met:**  
1 9/15/17 Power plan days, master schedule includes 4 days of planning, PD assigned once a month, planning/data days one day a week with the principal

00.0 (0%)

Kim Clarke 06/08/2018

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

Initial Assessment: Celebrations are important and recognized.

Full Implementation  
07/17/2017

Implementation Status

Assigned to

		Assigned to	Target Date
--	--	-------------	-------------

**Initial Assessment:**

We have an interview team for each interview based on where the need is that helps make hiring decisions. Principal incorporates self reflection and personal goal setting in the evaluation process. Principal works to give timely, clear and constructive feedback to staff. Uses observation data to help recruit staff members in leadership positions. Principal considers teacher career stages and talents when placing at risk students in classes. Principal has open door policy for problem solving and communication.

Full Implementation  
08/15/2016

**Core Function: Dimension D - Planning and Operational Effectiveness**

**Effective Practice: Resource Allocation**

Leadership team has full decision making power.

Full Implementation  
07/17/2017

**Effective Practice: Facilities and technology**

Technology needs are met by district.

Full Implementation  
07/17/2017

**Core Function: Dimension D - Planning and Operational Effectiveness**

**Effective Practice: Facilities and technology**

Technology needs are met by district.

Full Implementation  
07/17/2017

**Effective Practice: Family Engagement**

**Initial Assessment:**

Our school communicates very well to parents through weekly folders and weekly connect ed calls to our students families. We use classroom dojo to communicate student behaviors with parents. Our teachers call each student before school starts to introduce themselves to their new students. Iready is available at home for students to use. We have monthly parent night/day activities at our schools. Provide parenting classes through Parenting Partners.

Limited Development  
08/15/2016

Jeanneen Lucas

06/08/2018

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

The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home. Strategies: Face to face meetings. 83% attendance at open house now focus on getting them to return throughout the year at high levels as well. Send home weekly strategies to allow parents to help students at home. Parent surveys—to get to know family routines and structure. Have teachers ask—what can I help you with at home to have a focused time to discuss school/education? Schedule parent conferences on Mandatory workday in January to review progress and discuss end of year expectations. Set a schedule for calling home to report progress. Students will have data notebook tracking attendance, behavior, and academic goals..... to be shared periodically with families.

1 9/7/16 Teachers will create data notebooks for all students to use in tracking attendance, behavior, and academic goals.

Complete 01/31/2017

Jeanneen Lucas

10/13/2016

2 9/7/16 Share student data with families throughout the year.

Complete 05/19/2017

Jeanneen Lucas

06/09/2017

3 9/7/16 Parent/teacher/student conferences scheduled for all parents before 12/1/16 and documented.

Complete 01/26/2017

Jeanneen Lucas

12/01/2016

Notes: Report card pick up on 1/26/17.

4 9/7/16 Have grade levels create resource/strategy sheets to send home with students, so parents are informed about how they can help reinforce skills at home (including literacy practice booklets made by intervention specialist).

Complete 02/09/2017

Jeanneen Lucas

01/31/2017

Notes:

5 Create ways to encourage our parents to return for our monthly parent Complete 05/19/2017 Jeaneen Lucas 06/09/2017  
 9/7/16 nights/parent day activities. Implement Parenting Partners in Spring 2017.

**Notes:** Donuts for Dad and Muffins for Mom. Including rotating information sessions allowing for parent choice.  
 Create a survey for parents to give info back to the school.

6 Updated Facebook page and school website that will continue to be updated regularly. Jeaneen Lucas 06/08/2018

**Notes:**

7 Dojo school wide with consistent post from teacher to parent to share information. Jeaneen Lucas 06/08/2018

**Notes:**

8 9/15/17 Integrating curriculum into schoolwide events that will be student led. Jeaneen Lucas 06/08/2018

**Notes:** Parent events for this year will be based around our global studies. They will be students sharing their learning with parents.  
 Nov. 13 Barnhill Animal Preserve along with class presentations based on continent studies as well as exchange student visits to share from their countries  
 Dec. 19 Christmas around the World with class presentations  
 Feb. 7 African Acrobats along with class presentations

9 Create a master schedule of parent meetings and events for second semester and next year. Which contain dates, topics, and resources needed. Jeaneen Lucas 06/08/2018

**Notes:**

**Core Function: Dimension E - Families and Community**

**Effective Practice: Community Engagement**

Initial Assessment:	Need to make community aware of web site and find communication that is easiest for two way information.	Limited Development	07/17/2017
<b>How it will look when fully met:</b>			

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

**Notes:**



		1001 Page 218-219	Implementation Status	Assigned	Agenda
--	--	-------------------	-----------------------	----------	--------

**Initial Assessment:** this information is provided to public. Full Implementation 07/17/2017

		Policy and procedures for implementation and	Implementation Status	Assigned	Agenda
--	--	--	-----------------------	----------	--------

**Initial Assessment:** Need a plan for partnering with community for support. No Development 07/17/2017

--	--	--	--	--	--

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

Notes: