

Informe de progreso integral

Misión: La misión de la escuela primaria de Chadbourn es establecer un entorno donde los estudiantes, padres y maestros se unen, así que los estudiantes a alcanzar su más alto potencial en una sociedad global.

Visión:

Objetivos:

Para pasar Chadbourn primaria del estado bajo rendimiento y lograr un grado de la escuela rendimiento letra de "C" o superior, general estudiante lectura competencia aumentará 20% 38.6% 46.32%.

Para pasar Chadbourn primaria del estado bajo rendimiento y lograr un grado de la escuela rendimiento letra de "C" o superior, dominio de matemáticas general estudiantil aumentará 20% 50.4% a 60.48%.

Para pasar Chadbourn primaria del estado bajo rendimiento y lograr un grado de la escuela rendimiento letra "C" o superior, total dominio de la ciencia estudiantil aumentará 20% 51,9% 62.28%.

! = Pasado objetivos debidos		CLAVE = clave indicador				
Función principal:		Dimensión A - excelencia educacional y alineación				
Prácticas efectivas:		Altas expectativas para todo el personal y los estudiantes				
CLAVE	A1.07	TODOS los maestros emplean la gestión del aula efectiva y refuerzan normas de aula y procedimientos enseñándoles positivamente. (5088)	Estado de implementación	Asignado a	Fecha objetivo	
Evaluación inicial:		Hemos iniciado un equipo PBIS para facilitar la aplicación de una herramienta de gestión de clase denominada clase DOJO. El equipo PBIS está colaborando para establecer procedimientos y procesos de	Desarrollo limitado 26/10/2018			

	toda la escuela para apoyar el rendimiento académico.			
Cómo se verá Cuando satisfechas:	Nuestros estudiantes a aprender y entender nuestras expectativas de toda la escuela de reglas y procedimientos. Los profesores totalmente implementar y monitorizar el uso de Dojo de clase como una herramienta de gestión de aula. Aproximadamente el 90% de cada clase participarán en un programa de reconocimiento mensual como prueba de la consistencia de toda la escuela efectiva de normas y procedimientos. Dominio del estudiante de las normas y procedimientos llevará a mejores transiciones, gestión del tiempo y logro estudiantil creciente.		Bretaña Huggins	31/05/2019
Acciones		0 de 5 (0%)		
26/10/18	Profesores implementará Dojo de clase en sus aulas para facilitar el dominio de toda la escuela de reglas y procedimientos.		Bretaña Huggins	09/11/2018
<i>Notas:</i>				
26/10/18	Maestros y miembros del personal se modelo y reforzar aula y reglas escolares y expectativas de todos los días.		Bretaña Huggins	09/11/2018
<i>Notas:</i>				
26/10/18	Establecer y mantener un reconocimiento mensual y trimestral para los estudiantes que cumplen con las expectativas de clase Dojo.		Bretaña Huggins	30/11/2018
<i>Notas:</i>				

29/10/18	El equipo PBIS colaborarán para crear expectativas de toda la escuela y los procedimientos para compartir con el personal.		Bretaña Huggins	31/05/2019
<i>Notas:</i>				
29/10/18	El equipo PBIS proporcionar desarrollo profesional y apoyo a los funcionarios sobre cómo implementar la clase la herramienta clase Dojo.		Bretaña Huggins	31/05/2019
<i>Notas:</i>				

Función principal:		Dimensión A - excelencia educacional y alineación			
Prácticas efectivas:		Servicios de apoyo estudiantil			
CLAVE	A4.01	La escuela implementa un sistema de enseñanza en niveles permite a los maestros entregar la instrucción basada en la evidencia alineado con las necesidades individuales de los estudiantes a través de todos los niveles. (5117)	Estado de implementación	Asignado a	Fecha objetivo
Evaluación inicial:		Maestros y personal de apoyo vigilará el desempeño de los estudiantes utilizando los datos para crear grupos de intervención y modificar la instrucción. Nos reunimos semanalmente en PLC para analizar los resultados de la evaluación y datos observacionales para crear planes de intervención.	Desarrollo limitado 27/09/2016		
Cómo se verá Cuando satisfechas:		Maestros y personal de apoyo utilizará evaluación y datos observacionales para crear más clases centrados y basado en el estándar que se alinean con las nuevas normas sobre una base semanal. Vamos a crear planes de intervención estudiantes específicos		Shelly Cullipher	31/05/2019

	<p>objetivo basada en sus déficits de habilidades individuales. Estos estudiantes serán agrupados según sus necesidades pero cambian los grupos como los estudiantes dominan las habilidades. Las intervenciones se producen diariamente además de otro nivel de las intervenciones de los martes, el miércoles y el jueves de cada semana. Maestros y asistentes reciben desarrollo profesional continuo en estrategias de intervención para mejorar la instrucción.</p>			
Acciones		2 de 5 (40%)		
26/10/18	Los profesores crear y colaborar en intervención enfocada planes basan en la evaluación y datos observacionales y subirlos a una carpeta de Google para compartir.	Complete 11/28/2018	Shelly Cullipher	11/05/2018
<i>Notes:</i>				
10/29/18	We will implement a specific intervention schedule for 3 days per week that includes teacher assistants and additional support staff.	Complete 12/05/2018	Shelly Cullipher	11/09/2018
<i>Notes:</i>				
1/29/19	We will implement interventions 5 days per week.		Shelly Cullipher	02/13/2019
<i>Notes:</i>				
10/29/18	LEA support staff and teachers will provide professional development for teachers and assistants on research-based instructional practices.		Deanna Shuman	05/31/2019
<i>Notes:</i>				
10/29/18	Teachers will analyze data to determine student mastery of		Shelly Cullipher	05/31/2019

standards and create flexible intervention groups that move students according to their individual learning needs.

Notes:

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
<i>Initial Assessment:</i>		We have established teams to analyze effective practices during our weekly PLC's.	Limited Development09/27/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		We will increase leadership team meetings to review implementation of effective practices from 4 times per month to at least 8 times per month. We will need agendas, sign-in sheets, and data.	Objective Met 05/10/18	Deanna Shuman	05/31/2017
Actions					
11/9/16		To hold weekly PLC meetings	Complete 05/10/2018	Deanna Shuman	05/31/2017

Notes:

We have held a PLC each Monday since the development of the plan. During our PLC's we are discussing Think Central, Waterford, Dibels, Interventions, Benchmarks, Classroom Successes, Sight Words, and Success Maker data.

We have been trying to align the intervention groups based

	on the student skill deficits according to the Think Central Weekly Skills Test. Also, we have discussed progress monitoring to determine how many students will be at the appropriate level by the middle of the year.			
Implementation:		05/10/2018		
Evidence	5/10/2018			
Experience	5/10/2018 As we endeavored to meet this objective, we encountered a few learning curves.			
Sustainability	5/10/2018			

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:		We are in the process of establishing data notebooks with school performance data and individual classroom data in order to analyze and modify instruction. We will use the data during weekly PLC's. Ms. Shuman is observing classroom instruction and provides feedback on a regular basis.	Limited Development09/27/2016		

	<p>Mrs. Lisa Brown, our Beginning Teacher Coordinator along with Ms. Lori Best from UNCW are in the initial stages of working with our Beginning and Lateral Entry Teachers to provide support for professional development. Additionally, Mrs. Sheila Spaulding (Beginning Teacher Mentor) meets with beginning teachers on a weekly basis to discuss concerns and needs.</p>			
<p><i>How it will look when fully met:</i></p>	<p>We will analyze assessment and observational data on a weekly basis to determine the standards of weakness for our students. We will share feedback and suggestions on ways to improve instructional strategies that will lead to student mastery. Ms. Shuman (Principal), Lisa Brown (Beginning Teacher Coordinator and MTSS Support), Mrs. Kim Edwards (K-5 Curriculum Director, and Lori Best (UNCW New Teacher Support/Instructional Coach) will provide feedback on classroom instruction and share instructional strategies that will help teachers improve student mastery of standards. We will provide professional development as needed based on observations, data, and teacher request. We will need benchmark data, assessment data, PLC's, interventions, intervention plans, lesson plans, mentor logs, computers, staff members, professional development aligned to the needs of teachers and students</p>		<p>Deanna Shuman</p>	<p>05/31/2019</p>

	and professional development agendas and sign in sheets.			
Actions		0 of 4 (0%)		
11/9/16	Teachers will create and deliver lessons that are aligned with the common core standards.		Deanna Shuman	11/09/2018
<i>Notes:</i>				
11/9/16	Teachers will analyze benchmark data, weekly skills tests, Success Maker data, Waterford data, AR and Dibels data in order to modify instruction and plan interventions on a weekly basis during PLC's.		Deanna Shuman	11/09/2018
<i>Notes:</i>				
10/29/18	Professional development will be provided to beginning and lateral entry teachers by Ms. Lori Best and Mrs. Lisa Brown based on the individual needs of teachers, observations, and data. Additionally, Mrs. Kim Edwards will provide professional development to meet the individual needs of teachers that promotes instructional best practices based on school performance data and aggregated classroom data.		Deanna Shuman	11/09/2018
<i>Notes:</i>				
10/29/18	Teachers will provide professional development to colleagues during staff meetings based on data and observations by Ms. Shuman.		Deanna Shuman	12/12/2018
<i>Notes:</i>				
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
<i>Initial Assessment:</i>	We have an open house at the beginning of the school year and teachers send home information for parents throughout the school year. Teachers send home progress reports and report cards each grading period. Ms. Shuman frequently sends home letters and memos to update parents regarding important information pertaining to their child's learning.	Limited Development09/27/2016			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>	100% of our teachers will communicate with parents/guardians about what they can do at home to support their child's learning. School wide, we will provide multiple opportunities for parents to learn about expectations and the importance of the curriculum at home. We will need report cards, progress reports, newsletters, parent conferences, curriculum nights, parent contact logs, agendas, sign-in sheets, Facebook, Class Dojo, website, and remind.		Vanessa Williams	05/31/2019	
Actions			0 of 5 (0%)		
10/29/18	Every teacher will make at least seven parent contacts per week and document on parent		Vanessa Williams	05/31/2019	

	contact logs. These logs will be shared with Ms. Shuman during weekly PLC's.			
<i>Notes:</i>				
10/29/18	All teachers will facilitate parent conferences for the beginning and middle of the year and as needed on an individual basis.		Vanessa Williams	05/31/2019
<i>Notes:</i>				
10/29/18	All teachers will send home progress reports and report cards each 9 weeks.		Vanessa Williams	05/31/2019
<i>Notes:</i>				
10/29/18	All teachers will send home weekly newsletters containing the following: skills to be mastered, vocabulary, important activities and dates, and strategies to use at home.		Vanessa Williams	05/31/2019
<i>Notes:</i>				
10/29/18	Teachers and support staff will use the school's website, Facebook, remind, and Class Dojo to communicate important information to parents.		Vanessa Williams	05/31/2019
<i>Notes:</i>				
Implementation:		05/10/2018		
Evidence	5/10/2018 Progress Reports Report Cards Dibels Home Connect Letters Weekly News Letters			
Experience	5/10/2018 As we worked to complete this objective, we became more conscience of our efforts to intentionally communicate with parents and share the progress of our students.			
Sustainability	5/10/2018 In order to sustain and			

continue to meet this objective, we must routinely monitor our calendars to ensure that progress reports and weekly newsletters are being sent home.			
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