

Comprehensive Progress Report

Mission: The mission of Cerro Gordo Elementary School is to provide a safe and nurturing learning environment, which fosters academic excellence and encourages students to serve as moral, productive, and responsible citizens within a global society.

Vision: Our vision for Cerro Gordo Elementary School is for every student to become a moral, productive, and responsible citizen in a global society.

Goals:

School administration will provide Social Emotional Support (SEL) for all staff members. All teachers will provide SEL for students with the support of Cerro Gordo's school counselor. Providing SEL will increase school climate and increase overall student achievement.

Cerro Gordo will implement the Multi-Tiered Support System (MTSS) with fidelity. The academic growth of all students will increase by 10% due to the implementation of a tiered instructional system which allows the delivery of evidence-based instruction aligned to the needs of individual students at tier 1, 2, & 3.

All teachers will strengthen core instruction and interventions by focusing on intentional planning. All instructional teams will have standards-aligned materials organized to the pacing and NC Check-ins to achieve mastery on EOG tests.



! = 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
Initial Assessment:			A positive behavior intervention strategies (PBIS) committee was formed and a behavior expectation rubric was created. A plan for PBIS implementation was also established.	Limited Development 11/27/2018		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Students will be respectful, responsible, and ready at all times in all areas of the school campus. Students meeting the PBIS rubric criteria will be rewarded. There will be a ten percent decrease of discipline referrals.	Objective Met 04/02/19	Sharon Jarvis	06/11/2021
Actions						
	11/27/18	We will form a pbis committee to create a behavior matrix and reward system.		Complete 10/17/2018	Sharon Jarvis	10/17/2018
Notes:						
	11/27/18	Implement the PBIS plan school wide.		Complete 03/29/2019	Sharon Jarvis	03/29/2019
Notes:						
	11/20/20	Create a PBIS matrix for remote learning and add incentives for positive behavior.		Complete 01/05/2021	Sharon Jarvis	01/08/2021
Notes:			Key objective fully met however, we must modify PBIS plan for remote instruction.			
	1/5/21	All K-8 teachers will implement Class Dojo to promote positive behavior.		Complete 06/03/2021	Sharon Jarvis	06/04/2021
Notes:						
Implementation:				04/02/2019		
Evidence			11/27/2018			
Experience			11/27/2018			

Sustainability			11/27/2018			
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
Initial Assessment:			Teachers are using new core programs for ELA and math instruction. Teachers are getting acquainted with their new cores and are receiving training on MTSS implementation.	Limited Development 11/20/2020		
How it will look when fully met:			Teachers are using new core programs for ELA and math instruction. When this objective is fully met instructional teams will have standard-aligned materials organized according to the pacing and NC Check-ins to achieve mastery on EOG tests. These materials will be consistent and easy to read for teachers, especially new transfers. MTSS will also be incorporated into the units of instruction to include behavior, interventions, and SEL.		Leslie Faulk	06/10/2022
Actions				0 of 3 (0%)		
	1/5/22	Teachers will create SEL activities to incorporate in their units.			Leslie Faulk	06/01/2022
Notes:						
	11/8/21	Teachers must have a common planning time each week to compile lesson plans based on the standard being taught. They must choose the best materials to meet the needs of each standard. A schedule will be created as evidence.			Kristin Sellars	06/07/2022
Notes: A schedule will be created as evidence.						
	11/17/21	The district-wide SEL program called Panorama will be incorporated into standard aligned units to support the MTSS process with fidelity.			Leslie Faulk	01/31/2023
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
<i>Initial Assessment:</i>			School-wide intervention is built into our daily schedule. Progress monitoring, Reading Horizon, one-to-one laptops, Waterford and benchmark results will be used to monitor progress and housed in the district-wide data trackers. Teachers are also using the Soar to Success intervention program and Reading Horizon interventions during specific intervention time to target tier 2 and 3 students. All K-8 students have a core reading program called Into Reading/Literature that is taught across all three tiers. School Net is used as an intervention tool to assess previously taught standards. Cerro Gordo Elementary has a full time exceptional childrens (EC)teacher who works with qualifying tier 3 students. This EC teacher provides direct services through resource, general curriculum, and inclusion.	Limited Development 10/27/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			The teachers at Cerro Gordo Elementary will implement a tiered instructional system which allows teachers to deliver evidence-based instruction in the classroom, by grade level. Teachers will use data from various sources (Reading Horizon, EVASS, previous EOG scores, AR Program, iStation, Needs Assessments, Interest/Career Assessments, Learning Styles Assessments, benchmarks, formative classroom assessments and summative assessments) to develop intervention groups, flooding groups, learning stations, small groups, and AIG groups to meet the individual needs of all students. Teachers will use the data collected to analyze and reflect on the quality of the instruction and modify plans accordingly. An increase in proficiency rates and student growth will indicate the successful completion of this objective.	Objective Met 10/13/21	Angela Edwards	06/15/2021
<i>Actions</i>						
	11/2/16	We will establish school-wide intervention times and flooding times in the master schedule.		Complete 08/23/2018	Leslie Faulk	08/27/2018

	<p><i>Notes:</i> Teacher assistants will be assigned to grades 1-3 for flooding groups. There will be two assistants per a grade level. Flooding will take place four days a week. Fridays will be a planning day when teachers will meet with assistants and discuss plans for the next week. Intervention will take place at 8:00 and end at 8:30 for all students.</p>			
11/2/16	Create an AIG schedule with the AIG teacher.	Complete 10/25/2018	Leslie Faulk	10/31/2018
	<p><i>Notes:</i> AIG students will not be removed from elective classes. They will be scheduled out of core classes.</p>			
11/2/16	Analyze various data sources to compile and create flooding groups, intervention groups, learning stations, and AIG classes.	Complete 06/04/2019	Leslie Faulk	06/04/2019
	<p><i>Notes:</i> Flooding groups, intervention groups, and learning stations have been created. As data is accumulated, groups are realigned.</p>			
11/2/16	Based on the academic needs of students, lesson plans for all instructional tiers will be developed.	Complete 06/04/2019	Leslie Faulk	06/04/2019
	<p><i>Notes:</i> It is an ongoing task indicated in teacher's lesson plans.</p>			
11/2/16	Faculty will reflect on student data and lesson plans to determine the effectiveness of instructional tools.	Complete 06/04/2019	Leslie Faulk	06/04/2019
	<p><i>Notes:</i> Faculty and PLCs meetings are scheduled weekly to evaluate and to reflect on student data and lesson plans.</p>			
1/23/20	Anecdotal notes will be documented on each student during interventions including student work samples.	Complete 06/03/2021	Kristin Sellars	05/29/2021
	<p><i>Notes:</i></p>			
Implementation:		10/13/2021		
Evidence	<p>10/13/2021</p> <p>Anecdotal Notes are housed in cumulative folders and in classrooms. District data trackers house student data relating to core content. A master schedule provides intervention times for tier 2 and 3 students. The district has also provided updated core content for all students. CGES has a PBIS handbook that is accessible for all teachers and staff. This handbook includes protocols for certain types of behaviors. The school counselor helps intervene with student behaviors and provides SEL activities in the classroom on a weekly basis.</p>			
Experience	<p>10/13/2021</p> <p>The MTSS team meets at least twice per month. Student data and intervention documentation is discussed on a weekly basis with an emphasis on the MTSS process and procedures.</p>			

<i>Sustainability</i>	10/13/2021 The MTSS team will continue to meet at least twice per month. Consistent instruction in interventions and core content will continue to support students in all tiers. Professional development will continue to be provided in the area of behavior management and PBIS.			
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	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:			Cerro Gordo Elementary has a full time school counselor. Coastal Horizons, which is an outside mental health agency, serves students who are referred to administration by appropriate staff members. Teachers model and encourage appropriate coping strategies and offer positive reinforcement when strategies are implemented. Behavior intervention plans are also developed by a team of educators that are relevant to the student along with the parent/guardian in an attempt to address behavioral concerns. This team meets as needed to reflect on the effectiveness of the plan and to make revisions where necessary. The school district provides a behavior specialist to help brainstorm strategies to address inappropriate student behaviors. Cerro Gordo Elementary has established a positive behavior intervention support (PBIS) committee. To promote school-wide positive behavior, a monthly PBIS incentive takes place to reward students who have demonstrated outstanding behavior.	Limited Development 01/13/2020		
			Priority Score: 2	Opportunity Score: 1	Index Score: 2	
How it will look when fully met:			All staff will be housed on one campus with a designated space for emotional support. A full-time behavioral specialist and school counselor will be available for all students providing emotional and social support. The behavioral specialist could provide professional development to the staff on appropriate ways to handle various situations in the classroom. All teachers will be responsible to implement guidance curriculum. The positive behavior intervention support (PBIS) incentive will be discussed and promoted among staff and students daily to encourage participation. Funds will be allocated to provide for extensive behavior intervention incentives. Frequent collaboration with parents and outside stakeholders will occur in order to address emotional needs of all students.	Objective Met 01/05/21	Leslie Faulk	06/17/2022
Actions						
	1/13/20	Add a full-time school counselor position.		Complete 11/30/2019	Leslie Faulk	11/30/2019
<i>Notes:</i>						
	1/13/20	A behavior expectations matrix will displayed throughout both school campuses. Educators will refer to the matrix daily.		Complete 01/23/2020	Kristin Sellars	01/21/2020

<i>Notes:</i>				
1/13/20	PBIS committee will hold a monthly meeting. A schedule will be created.	Complete 01/16/2020	Sharon Jarvis	01/22/2020
<i>Notes:</i> A schedule will be created every year.				
11/23/20	Revisions to the PBIS handbook will be made and a PBIS matrix for virtual students will be created.	Complete 01/05/2021	Sharon Jarvis	01/31/2021
<i>Notes:</i>				
Implementation:		01/05/2021		
Evidence	1/5/2021			
Experience	1/5/2021			
Sustainability	1/5/2021			

Core Function:			Dimension B - Leadership Capacity			
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
Initial Assessment:			The LEA has a support and team and MTSS team.	Full Implementation 03/31/2020		

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>			Currently, administration at Cerro Gordo Elementary conducts weekly walkthroughs using a district developed Google Form. This Google Form immediately sends feedback to educators. Required formal observations are conducted according to the Columbus County Schools evaluation process timeline. After the formal observation is recorded and shared, educators and administration engage in a post conference to discuss classroom instruction and give feedback. Teachers also participate in instructional rounds, where teachers provide peer feedback and gain ideas from one another.	Limited Development 11/08/2021		
<i>How it will look when fully met:</i>			When this objective is fully met, administration will conduct five teacher walkthroughs per day. Administration will view the Google Form data in order to determine if five walkthroughs have been done per day of administration attendance. Instructional practices seen in the classroom will be analyzed and professional development will be provided that is relevant to the constructive feedback given to educators.		Leslie Faulk	06/07/2022
<i>Actions</i>				0 of 2 (0%)		
	11/8/21		Data will be collected in Google Forms to determine the number of walkthroughs per day.		Leslie Faulk	06/07/2022
<i>Notes:</i>						
	11/30/21		PLCs will provide teacher feedback on professional development and allow teachers to collaborate ideas on what they have learned and would like to implement.		Leslie Faulk	06/07/2022
<i>Notes:</i> PLCs Agendas						

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
Initial Assessment:			Columbus County Schools partners with UNC-Pembroke to invite their elementary education students to watch lessons being taught by their teachers. This is an effort to promote teacher recruitment to the school district. Columbus County Schools also uses a computer-based program called Teacher Match to hire new teachers. Teacher Match makes it easier to view applicants to fill job positions. Cerro Gordo Elementary has an interview committee that aids in the interview process.	Limited Development 12/02/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When this objective is fully met there will be a fully functional teacher reward system in place in an attempt to increase teacher morale and create a positive school climate.	Objective Met 02/09/22	Leslie Faulk	06/11/2021
Actions						
11/23/20		Teachers will receive a duty free lunch once monthly.		Complete 05/05/2021	Leslie Faulk	06/11/2021
Notes:						
12/2/19		A Teacher of the Month award will be nominated and rewarded.		Complete 05/05/2021	Sharon Jarvis	06/12/2021
Notes:						
10/7/20		Staff member awards at faculty meetings.		Complete 05/05/2021	Stacie Lane	06/12/2021
Notes:						
Implementation:				02/09/2022		
Evidence			2/9/2022			
Experience			2/9/2022			
Sustainability			2/9/2022			

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>			Teachers are conducting parent conferences. They also send home weekly newsletters to inform parents of various events and curriculum updates. The school communicates with parents through social media platforms such as Class Dojo, Remind, Google Classroom, and Facebook. The school also facilitates math and literacy nights, as well as PTO meetings and Title I meetings.	Limited Development 02/10/2022		
<i>How it will look when fully met:</i>			When E1.06 is fully met, the school will continue all of the implementations listed above in addition to increasing parent face to face contact on a more consistent basis. In order to strengthen parent involvement, teachers should conference with parents quarterly with an emphasis on curriculum. Also, the school should host monthly parent academies, where teachers and school leaders provide tools for parents to help their students outside of the classroom.		Kristin Sellars	05/31/2023
Actions				0 of 4 (0%)		
	2/16/22	Teachers will turn in parent contact logs at the end of each 9 weeks.			Kristin Sellars	02/16/2022
	<i>Notes:</i>					
	2/16/22	A parent survey will be given out in order to plan for monthly Parent Academies.			Kristin Sellars	02/25/2022
	<i>Notes:</i>					
	2/16/22	The School Improvement Team will analyze parent survey results and plan topics that support parent responses.			Kristin Sellars	03/31/2022
	<i>Notes:</i>					
	2/10/22	A Parent Academy will be held monthly in order to provide tools for parents to help their students with academically.			Leslie Faulk	05/31/2023
	<i>Notes:</i>					