Comprehensive Progress Report

Mission: Our mission at Hallsboro Artesia Elementary School is to strive for high expectations, academic excellence, extraordinary character, and to create successful learners ready for the world.

Vision:

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
A1.01	**The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Although attendance is at an all time high, early checkouts and tardies are still an issue. We want to decrease the number of early check outs and tardies.	No Development 10/01/2019		
How it will look when fully met:	Our goal is to reward students who improve on their tardies, absences, and early checkouts. Rewards will be given monthly to those students who meet the monthly requirement of no absences, tardies, or early check outs. As of now, there is no reward system in place and no consequences for parents. Therefore, we hope we can achieve this goal by rewarding students.

The Team has set the following guidelines for rewarding perfect monthly attendance.

1. No absences or tardies for the month.

2. No early checkouts.

3. Students will receive a big snack coupon toward a snack and a drink

We will begin this November 12 and run until Dec. 12th and then rewards will be given on Friday Dec. 13th. Beginning in January we will run from beginning of month until the end of each month. | | Joan Buck | 05/22/2020 |
Actions		**0 of 1 (0%)**		
10/1/19	Beginning October 1, students who are present with no tardies or early check outs for each school month, will be rewarded for their attendance.		Joan Buck	05/22/2020
	Notes:			

A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All teachers respond to the principal's observation feedback through North Carolina Educators Evaluation System. All teachers meet with the principal to conference about their observations. Professional development is planned around student data. However, it needs to be more explicit by planning teacher instruction around student needs.	Limited Development 05/18/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is fully met, teachers will consistently create goals related to the previous year's summative evaluation. These goals will reflect areas of professional growth and will be included on their PDPs. Teachers will measure their growth using assessment tools such as mClass data, End-of-Grade test data, and benchmark assessments.	**Objective Met 06/18/19**	**Josephine Spaulding**	**06/14/2019**
Actions				
5/24/17	Teachers will review their summative observation data from the 2016-2017 school year and create a goal for improvement. Teachers will use their end of year assessment data to create two additional goals for the current school year.	Complete 09/22/2017	Josephine Spaulding	10/01/2017
Notes:				
9/25/17	Principal will meet with teachers individually to assess their progress towards the goals they set at the beginning of the year. Data to be analyzed will include student assessment results, walkthrough data and observation notes.	Complete 06/14/2019	Josephine Spaulding	06/14/2019
Notes:				
Implementation:		06/18/2019		
Evidence	9/25/2017			
Experience	9/25/2017 The principal has met with each teacher individually and discussed goals for their classrooms for this school year. Teachers then used the information to create PDP goals for themselves.			
Sustainability	9/25/2017			

		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA/School promotes a school culture in which professional collaboration is valued through scheduled team planning times, Leadership Team meetings, and professional learning communities.	Limited Development 05/18/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			When this objective is fully met professional learning communities will meet regularly, twice weekly, on schedule and with appropriate documentation.	**Objective Met 11/19/18**	**Kristin Sellars**	**06/14/2019**
Actions						
		6/13/18	An updated PLC template will be created, making note taking more useful and user-friendly for teams.	Complete 09/11/2018	Rachel Smith	09/30/2018
	Notes:					
		5/24/17	There will be a monthly check to make sure that meeting minutes are uploaded into Google documents.	Complete 11/19/2018	Kristin Sellars	06/14/2019
	Notes:		The monthly check will occur Tuesday prior to the second SIT meeting of the month.			
Implementation:				11/19/2018		
	Evidence		11/19/2018 All documents have been saved in the shared folder in Google Drive.			
	Experience		11/19/2018 As of today, each week PLCs are saved and reorded in Googel Drive for each grade level.			
	Sustainability		11/19/2018 It is a school and district requirement that all grade levels meet for PLCs and notes are recorded.			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers support individual student learning opportunities by facilitating daily interventions based on their individual data. Student Teacher Assistant Teams (STAT) refer students who need additional support. 504 plans are also in place to assist students with specific learning differences.	Full Implementation 02/06/2018		

	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use a variety of instructional methods and plan together in PLCs to best meet the needs of students. Data is analyzed by teachers independently and as a grade-level and school. Kindergarten through third grade plans small group instruction with teachers and assistants. All teachers (K-5) plans small group interventions for students requiring additional support. Currently our school is participating in Matific, SuccessMaker, Waterford, and additional programs added by the teachers to address technology instruction. , As of Jan. 8, 2019, we no longer utilize Successmaker and Matific. Waterford is only for K-1. In computer labs, lab managers are utilizing Read Theory, Epic, Prodigy, and Extra Math. As of April 2, 2019, teachers are utilizing small groups for math and reading. Additionally, teachers are using assistants during flooding time to utilize more small group instruction for grades k-3. Teachers in grades 3 -5 are beginning to flood to review standards taught for math and reading for EOG review in small groups. Effective as of September 3, we now have Reading Horizons Discovery and Accelerate for Intervention. This includes computer-based instruction. Additionally, our new reading series, "HMH Into Reading" includes whole group instruction, small group instruction, and computer-based independent instsruction. Teachers have fully implemented whole group and small group instruction as evident on lesson plans, walk throughs, and obsesrvations.	Limited Development 10/24/2017		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When this objective is fully met 100% of teachers will show levels of differentiated instructional techniques to address the needs of all learners. Evidence of completion will include classroom walk throughs, observations, lesson plans, and student data.		**Objective Met 09/15/19**	**Josephine Spaulding**	**05/29/2020**
Actions					
	10/24/17	100% of teachers will participate in a Learning Differences course online provided by North Carolina State University.	Complete 02/06/2018	Josephine Spaulding	12/15/2017
	Notes:	Teachers will receive CEU credits and a certificate of completion upon finishing the course.			
	10/24/17	Walk through data will be reviewed once every quarter to look at grouping formats and see if there are instructional patterns that are beneficial or not beneficial to our students. Professional development will be provided to address any weaknesses that need to be addressed.	Complete 06/19/2020	Kristin Sellars	06/14/2019
	Notes:				
	6/18/19	The Focus will be on lesson plan implementation for intervention and/or remediation showing small group differentiation; including individuals if needed. Lesson plans will be looked at weekly and discussions for such plans will take place during PLC's.	Complete 09/03/2019	Josephine Spaulding	06/19/2020
	Notes:				
Implementation:			09/15/2019		
Evidence	9/15/2019 Lesson plans, evaluations, and observations				
Experience	9/15/2019 After meeting on September 11, 2019, the team has determined this indicator to be met based on data from lesson plans and observations.				
Sustainability	9/15/2019 Lesson plans will continue to be monitored as well as PLC's and observations.				

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:		The teachers are building onto their pacing guides and resources provided by the district and the state. We also meet weekly for Professional Learning Communities, and weekly for team planning. Teachers plan weekly with the assistant principal and or principal present. They set the standards that will be taught and review any assessments that are to be given. As of June 1, 2019 we will no longer utilize Houghton Mifflin Journeys for reading instruction. The board of education will be implementing Houghton Mifflin "Into Reading." beginning 2019-2020 school year. As of August 2019, Columbus County schools has adopted "HMH Into Reading" and training will be held on September 23, 2109 for the new reading. Once teachers have had time to implement, plans will be developed for utilizing standards-aligned units of instruction, provided the LEA does not develop a pacing guide.	Limited Development 09/26/2016		

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When this objective is met, each grade level will have a comprehensive plan for teaching all units of instruction that they have developed together as a team. Evidence will include the unit plans, PLC minutes, and common planning minutes. As of 2/12/19, Teachers are preparing units during planning and PLC meetings. As of September 2019, teachers are involved in learning the new reading series, "HMH Into Reading" and will receive training on September 23, 2109. Once training is complete and teachers have had time to implement, a pacing guide will be completed if the LEA has not created one.			**Joan Buck**	**06/12/2022**
Actions			**4 of 5 (80%)**			
	9/26/16	Develop a consistent common planning time for each grade level including minutes during each meeting.	Complete 10/26/2016	Rachel Smith	10/26/2016
	Notes:	The team leader from each grade level will complete common planning minutes. A rubric will be provided for the keeping of the minutes. These minutes will be kept in a notebook for easy access and accountability.			
	1/19/17	During PLCs the teachers will examine test question stems and aligning them with the Common Core Standards. We will add key words to our academic vocabulary while finding connections from literacy stories to the standards. The teachers are also being very selected as to what texts go with each standard and focusing on the outcome of student learning. This will make our units more aligned and relevant to what the Common Core Standards are asking.	Complete 01/09/2018	Rachel Smith	01/31/2018
	Notes:				
	9/15/19	Teachers will receive training September 23, 2019 on the new "HMH Into Reading" program and will fully implement this reading program as evident by lesson plans and observations.		Joan Buck	10/04/2019
	Notes:				

11/26/18	Each grade level needs to create their unit plan for the year so that it looks like a pacing guide for a new teacher (hypothetically) that enters the classroom. It must align resources, standards, and pacing for the school year. Each grade level will present the first nine week unit for math and reading by Mid-March.	Complete 06/19/2020	Joan Buck	06/09/2022
Notes:	Kristen will announce this at each grade level's PLC and/or planning and sit with each grade level to provide feedback and be sure that it is being written.			
1/9/18	Organize assessment and instructional materials that align with the standards into a Google folder beginning with math and reading.	Complete 06/19/2020	Joan Buck	06/15/2022
Notes:				
Implementation:		01/09/2018		
Evidence	10/26/2016 A link is provided for our shared Google folder containing the evidence of task completion. https://drive.google.com/open?id=0B_zx0GDuQqFidlU4YlhLSGF3NDQ			
Experience	10/26/2016 The Leadership Team considered where we were in the PLC process and decided that we needed to shift our template in the direction that we are going in planning.			
Sustainability	10/26/2016 We will maintain our weekly meetings and minutes. The minutes will stay organized and accessible in our Google folder.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Data analysis and instructional planning**			
	A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	Implementation Status	Assigned To	Target Date
Initial Assessment:		Instructional teams meet weekly to analyze benchmark data, weekly assessments, and previous EOG data. The data is housed on a school-wide spreadsheet and updated regularly. Instructional teams use this data to plan weekly instruction and weekly assessments.	Full Implementation 02/06/2018		
	A3.06	**ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)**	Implementation Status	Assigned To	Target Date

Initial Assessment:	A spreadsheet containing all student data is maintained and utilized by all teachers to plan interventions and small group instruction. All teachers maintain and utilize a data notebook to reference student scores during parent-teacher conferences.	Full Implementation 03/06/2018		

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:	Our teachers schedule 30-45 minutes of interventions each day. Daily interventions are designed to reteach skills for struggling students. Our full-time exceptional children's teacher provides additional support through a program tailored to meet the needs of students who are below grade level. Teacher Assistants push-in to meet with leveled-groups for additional guided reading and math support. Support staff and volunteers help struggling students during additional intervention periods.	Limited Development 10/19/2016		
How it will look when fully met:	Even though the MTSS system is not implemented in our school district, Hallsboro-Artesia Elementary School plans to take the necessary steps to target this indicator. The PBIS team meets monthly and has a abundance of positive behavior plans in place to meet the needs of all students. In professional learning communities, all teachers and administrators are looking closely at staff schedules to ensure that all MTSS tiers are intervened. When this objective is fully met, our school will be implementing MTSS. This system will be based on the Self-Assessment of MTSS. Evidence-based instruction will be aligned to meet the individual needs of the students across all tiers. There may be reading coaches to help with interventions in the future. Our goal is to decrease percentages within the middle and top tier of the MTSS. Effective August 2019, the LEA has adopted Reading Horizons Discovery and Accelerate for reading intervention that focuses on phonemic awareness and phonics. Teachers are implementing this program into their whole group instruction in addition to small group interventions.		Josephine Spaulding	06/12/2020

Actions			3 of 4 (75%)		
	2/18/17	Two teacher assistants will be assigned to third grade Monday-Thursday in order to work with small groups.	Complete 03/24/2017	Robin Reaves	03/31/2017
	Notes:	Collect a sample of a small group plan for third grade.			
	2/18/17	SIT members will take a closer look at staff scheduling to ensure that all school personnel are utilized to instruct struggling students.	Complete 04/12/2017	Rachel Smith	04/13/2017

	Notes:	Staff schedules will be provided as evidence of task completion.			
	11/26/18	Confer with EC teachers and STAT team for attendance in the EC program to address the closing of the gap within our SIT plan. Upon receiving data from NC Department Of Public Instruction, we have analyzed our data and our findings are that our subgroups are all equally aligned and no gap exists at this time.	Complete 10/01/2019	Josephine Spaulding	04/19/2019
	Notes:	Shawn Cooper will compile the list of attendees in the EC program for the 2018-2019 school year and compare them to the 2017-2018 school year so that we can determine if there is a decrease.			
	10/1/19	Each grade level during their PLC, will identify their Tier 2 and Tier 3 students. This data will then be compiled into one spreadsheet and loaded into Indistar.		Josephine Spaulding	10/29/2019
	Notes:	Annually, this goal will be monitored and reviewed at three intervals; Beginning, Middle, and End of year.			
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:		Limited Development 10/19/2016		
	Positive Behavior Intervention Support, also known as "PBIS" is a school-wide system used to promote positive behavior among all students. Our 3-5 grade teachers use "house points" as a token of exceptional behavior demonstrated by their students. K-2 teachers use charm bracelets as a reward for exceptional behavior. Students are reminded daily to follow "PROWL" (proud, responsible, optimistic, wimmers, leaders). Our school also selects students to become the student of the week. These students were selected based on our school behavior matrix "PROWL". These matrixes are posted throughout the school hallways and classrooms to serve as friendly reminders of school expectations. The student of the week will receive a charm, certificate, and pencil from the principal. The school guidance counselor teaches character education once a month to all students. Fifth grade students participates in Club Day which is used as an outlet to explore interests and build relationships in small groups. Many grade levels use a compliment system as a reward for exceptional behavior. Other grade levels also use Class Dojo as a tool to encourage positive behavior among all students. As of 12/4/18, We no longer utilize house points. We instead use compliment cards as a whole class incentive. We no longer use student of the week or club day. Each set of compliment cards results in a reward such as "wear your favorite jersey," or "extra recess," etc. Additionally, we no longer have whole class guidance due to budget cuts.			

		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		When this objective is fully met, our school will have a full time guidance counselor to provide emotional support for students in need. All teachers will have had training in the PBIS program. Again as of 12/4/18, we are still in need of a full time guidance counselor to meet this goal. Effective June 2019, although we do not currently have a full time counselor, we do have a counselor on two full days and one half day where we used to have her five days a week with half days. She has implemented small group sessions for students in addition to teacher referrals. The team has decided that this objective is met even though we do not have a full time counselor.	**Objective Met 09/15/19**	**Josephine Spaulding**	**08/30/2019**
Actions						
	2/1/17	Monthly PBIS meetings will continue and meeting minutes will be provided as evidence.	Complete 02/16/2017	Lindsay Kern	02/20/2017
	Notes:	The second PBIS meeting was February 7, 2017. Meeting minutes are used as evidence of completing the task. Minutes will be documented each month.			
	1/9/18	The PBIS team will host an assembly for students to remind them of rules and expectations.	Complete 02/06/2018	Christie Tachau	02/06/2018
	Notes:				
	3/1/17	A member of the Positive Behavior Intervention Support team will host a professional development session for all faculty members.	Complete 03/14/2018	Josephine Spaulding	03/31/2018
	Notes:	The actual powerpoint will be used as evidence of task completion.			
	1/8/19	The PBIS team will meet and revise our Positive Behavior Plan for addressing students' positive behaviors. The team will then provide professional development for the new procedures to certified and non certified staff members. The school improvement team will meet and determine if the new procedures and plan is adequate to promote positive behaviors.	Complete 06/14/2019	Josephine Spaulding	06/14/2019
	Notes:				
Implementation:			09/15/2019		

				Implementation Status	Assigned To	Target Date
Evidence		3/14/2018 Pictures of the PBIS professional development session is attached.				
Experience		3/14/2018 As a result of teachers participating in professional development pertaining to PBIS, teachers have enhanced knowledge and appropriate skills to meet the needs of the students' emotional/ behavioral needs. Students have also attended a PBIS assembly in an attempt to provide consistency for the PBIS program.				
Sustainability		3/14/2018 Students and staff are continuously reminded of PBIS procedures. The PBIS team meets monthly to discuss the behavioral and emotional needs of the students and how improvements can be made.				
! 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**	**Target Date**
Initial Assessment:		Hallsboro-Artesia currently has the data to support the transitions of students. Data examples include Kindergarten Initial Screening assessments, Brigrance assessments (Pre-K), mClass, SuccessMaker, Accelerated Reader, Matific, Kahn Academy, previous EOG data, NC Check-Ins, Star Math reports, Read-To-Achieve, benchmark assessments, and Write To Learn.		Limited Development 10/18/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met data will be consistently reviewed vertically and horizontally by all certified staff members. The data will be used to gauge instructional practices to close the achievement gap.			**Kristin Sellars**	**06/14/2019**
Actions				**1 of 2 (50%)**		
10/18/17		Create a scheduled time for teachers to meet for vertical planning and data analysis that are aligned to the standards.		Complete 05/31/2018	Rachel Smith	09/28/2018
Notes:		Set up dates for 4 meetings (Once every 9 weeks)				
4/10/18		Teachers will meet during the first nine weeks to cross-grade level plan.			Kristin Sellars	06/07/2019

Notes:				
Implementation:		02/06/2018		
Evidence	2/6/2018			
Experience	2/6/2018			
Sustainability	2/6/2018			

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:	Each grade level has an assigned Grade Level chairmen. Teachers are provided PLC and planning for each grade level. Teachers all share common grade level planning Monday through Friday due to resource schedule.	Full Implementation 04/02/2019		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
B3.02	**The principal collects and acts on data from a variety of sources and in a timely manner.(5148)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal engages in weekly Professional Learning Communities where a variety of data is analyzed. The principal, along with the teachers, implements a variety of small group instruction to target at-risk students while providing enrichment for students who are above level. Data analyzed includes benchmark assessments, NC Check-ins, previous EOG scores, mClass assessments, and weekly review tests.	Full Implementation 04/10/2018		

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:		The principal accomplishes this through classroom walkthroughs, evaluations, and discussions during PLC's and planning.	Full Implementation 09/15/2019		

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 reviews all school performance data and bases professional development days for certified and non-certified personnel. The individual schools are operating under the mandates provided by the central office and many of the professional development opportunities are scheduled by central office curriculum services and not directly by this school's leadership team. We as a team on 9-11-2019, agreed we have fully met this goal. Our evidences include PLC minutes, Data Notebooks from each teacher, EVAAS data, and Evaluations.	Limited Development 10/26/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			When this objective is fully met at the school and at the district level we will constantly be using data about student outcomes and teaching practices to make decisions about appropriate professional development.	**Objective Met 09/15/19**	**Josephine Spaulding**	**06/12/2020**
Actions						
		11/9/16	The administrative team, school improvement team, and grade level PLCs will regularly analyze data from students testing (Chapter tests, benchmark tests, mClass reports, SuccessMaker, Waterford, Accelerated Reader, Read to Achieve) and from observations of teaching and classroom walk throughs. This data will be summarized and used by the administrative team and school improvement team to make decisions about professional development and other decisions that effect student learning. This data is also analyzed during professional learning communities and staff members are prepared to discuss this data prior to meeting.	Complete 06/14/2019	Josephine Spaulding	06/12/2020

Notes:	The School Improvement Team, agreed this indicator is complete as routine PLC's are in place as well as designated days for planning. Student data is analyzed from weekly assessments as well as benchmark data. Data is then compiled and intervention is put in place for those students needing extra instruction.			
Implementation:		09/15/2019		
Evidence	9/15/2019 PLC minutes recording student data and lesson plans showing plans for intervention			
Experience	9/15/2019 Weekly PLC minutes, Data Notebooks, EVASS data, and Teacher Evaluations.			
Sustainability	9/15/2019 Continue to adhere to PLC and planning days weekly and provide minutes as evidence			