

Comprehensive Progress Report

Mission: The Mission of Evergreen Elementary School is to provide a safe, nurturing environment where students are given an opportunity to learn and develop skills that will benefit them throughout life in a global society.

Vision:

Goals:

In order to move Evergreen Elementary School from low performing status and achieve a school performance grade of "C" or higher, overall student reading proficiency will increase 20% from 42.9% to 52% as measured by the NC Reading EOG.

In order to move Evergreen Elementary School from low performing status and achieve a school performance grade of "C" or higher, overall student math proficiency will increase 20% from 33.7% to 41% as measured by the NC Math EOG.

In order to move Evergreen Elementary School from low performing status and achieve a school performance grade of "C" or higher, overall student science proficiency will increase 20% from 60.8% to 72% as measured by the NC Science EOG.



! = 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:			Teachers currently enforce classroom rules and procedures in grade K-5 and 6-8 but we are working to implement better ways to enforce effective classroom management. We do not currently have a PBIS team but are in the process of establishing one in order to facilitate a school -wide culture and expectations.	Limited Development 10/25/2018		
How it will look when fully met:			Once this objective is fully implemented, instructional time will be maximized with less disruptions and more effective classroom transitions and bathroom breaks. Evidence of full implementation will include increased student achievement. A PBIS team will be established to facilitate and monitor the reinforcement of rules and procedures school wide.		Nancy Adcox	05/31/2019
Actions				0 of 4 (0%)		
	10/30/18	We will establish a school-wide PBIS team consisting of representatives from grades Pre-K through 8, administration, support staff, and assistants.			Nancy Adcox	11/09/2018
Notes:						
	10/25/18	Staff members will model consistent processes and procedures in grades Pre-K through 5.			Nancy Adcox	11/30/2018
Notes:						
	10/25/18	Staff members will model consistent processes and procedures in grades 6-8.			Nancy Adcox	11/30/2018
Notes:						
	10/25/18	We will organize and implement programs on a quarterly basis to recognize students who have met their established behavioral and academic goals.			Nancy Adcox	12/14/2018
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
<i>Initial Assessment:</i>			Teachers, assistants, lab managers, and principal reflect and analyze student data on classwork, benchmarks, and computer-based programs to monitor student performance and growth. Teachers use the data to develop intervention groups to differentiate instruction and address areas of weakness.	Limited Development 11/13/2016		
<i>How it will look when fully met:</i>			<p>Teachers will disaggregate data weekly during PLC's to determine the standards that need to be addressed in order to ensure student mastery and proficiency. Teachers will collaborate to create and implement intervention plans that utilize additional support staff and teacher assistants to provide small group instruction. Evidence of meeting this objective will include but is not limited to PLC agendas, intervention plans, and assessment data.</p> <p>1/16/2019: Based on the data, we have determined the need to established interventions 5 days per week. We will reevaluate student progress after the 2nd benchmark to further determine the necessary course of action for our intervention schedule and plans.</p>		Shelly Cullipher	05/31/2019
Actions				2 of 5 (40%)		
	10/25/18	Teachers will meet weekly during a PLC to analyze various sources of assessment data.		Complete 11/28/2018	Shelly Cullipher	10/23/2018
<i>Notes:</i>						
	10/25/18	Teachers will create and submit a weekly intervention plan that addresses the individual needs of students based on the data.			Shelly Cullipher	11/06/2018
<i>Notes:</i>						
	10/25/18	Teacher assistants and other support staff will provide small-group instruction 3day per week during interventions. These groups will change based on student needs and mastery.		Complete 11/28/2018	Shelly Cullipher	11/06/2018
<i>Notes:</i>						
	10/25/18	Teachers will create and maintain data notebooks.			Shelly Cullipher	11/06/2018
<i>Notes:</i>						
	1/29/19	Teachers will provide interventions 5 days per week.			Shelly Cullipher	02/27/2019

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 principal provides feedback to teachers based on classroom observations. Teachers review classroom data and create lesson plans based on that data. K-5 teachers provide small-group instruction in their guided reading groups as a level of intervention.	Limited Development 11/15/2016		
How it will look when fully met:			Teachers will create data notebooks for each class to include data (classroom assessments, benchmarks, Study Island, IReady, Dibels and attendance. The notebooks will be used during PLC's to analyze, monitor and modify instruction to students. Teachers will use observational and student performance data to create weekly interventions plans that will target specific students based on the skills that they have not mastered. These intervention plans will be shared in a Google folder with administration, counseling, and other support staff. Teachers, assistants, and support staff will receive professional development as needed on intervention strategies to improve instruction and student performance. We will need benchmark assessment data, classroom assessment data, PLC's agendas, interventions, intervention plans, lesson plans, mentor logs, staff members, and computers.		Georgia Spaulding	05/31/2019
Actions				0 of 3 (0%)		
	10/25/18	Teachers and support staff will disaggregate data to determine student mastery of standards and create flexible intervention groups that change to reflect the needs of students.			Shelly Cullipher	11/30/2018
Notes:						
	10/30/18	The LEA support staff will provide professional development for teachers and assistants on research-based instructional practices that will improve interventions and classroom instruction.			Georgia Spaulding	05/31/2019
Notes:						
	10/30/18	We will implement a targeted intervention schedule for 3 days per week that includes teacher assistants and other support staff.			Georgia Spaulding	11/09/2019
Notes:						

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:			Currently an open house is held at the beginning of the year and two parent nights are held throughout the school year. Teachers send home progress reports and report cards on a quarterly basis and make parent contacts.	Limited Development 11/15/2016		
How it will look when fully met:			All teachers will communicate with parents/guardians about what they can do at home to support their child's learning. We will send home quarterly progress reports, report cards and newsletters. We will establish parent conferences at least twice during the school year to discuss student performance and ways parents can help students at home. We will share helpful information via Facebook, Remind and the school website. Teachers will make a least 7 parent contacts per week and share their parent contact logs during weekly PLC's. We will need report cards, progress reports, newsletters, parent conferences, curriculum nights, parent contact logs, agendas, sign-in sheets, Facebook, website and Remind.		Georgia Spaulding	05/31/2019
Actions				0 of 5 (0%)		
	10/25/18	Teachers will make at least 7 parent contacts each week and bring parent contact logs to PLC's weekly.			Shelly Cullipher	11/06/2018
Notes:						
	10/30/18	All teachers will facilitate parent conferences for the beginning and middle of the year and as needed on an individual basis to discuss student data and strategies to improve learning.			Sharon Jarvis	12/07/2018
Notes:						
	10/30/18	All K-5 teachers will send home weekly newsletters containing the following: skills to be mastered, vocabulary, important activities and dates, and learning strategies to use a home.			Erica Jackson	05/31/2019
Notes:						
	11/15/16	Teachers will send home report cards each 9 weeks.			Sharon Jarvis	05/31/2019
Notes:						
	11/15/16	All teachers will send home progress reports each 9 weeks.			Sharon Jarvis	05/31/2019
Notes:						