

## Comprehensive Progress Report

**Mission:**

Our mission is to ensure that all students are productive and successfully transition to high school. This will be accomplished by holding high expectations from all major stakeholders - students, parents, community and staff - and by providing developmentally appropriate instruction for each and every student.

**Vision:**

Our vision is to promote a safe learning environment where all children can succeed. The ultimate goal is to teach children to be responsible self-directed learners who can adapt to an ever-changing society.

**Goals:**

All students will work towards achieving growth and proficiency in math.

All students will work towards achieving growth and proficiency in ELA.

All students will be taught by teachers who engage in regular PLC meetings

All students will receive support through the use of the Positive Behavior Intervention System (PBIS).

All students will receive high quality Tier I level support (Core Instruction) from teachers.



! = 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
<i>Initial Assessment:</i>		Some classrooms are effectively using positive reinforcement teaching strategies for classroom management expectations and rules/procedures.	Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		All teachers will use effective classroom management and reinforce classroom rules and procedures by using the PBIS system and positively teaching students about expectations for behavior.	<b>Objective Met 03/28/18</b>	<b>Brianne Hall</b>	<b>06/30/2020</b>
Action(s)	Created Date				
1	11/8/17	Create a PBIS team for school implementation. We will select one team member from each grade span, K-2, 3-5, and 6-8 as well as an EC representative, an Enhancement teacher, and a guidance counselor to serve.	Complete 01/09/2018	Brianne Hall	12/20/2017
<i>Notes:</i>					
2	11/8/17	Get our PBIS team trained in Module 1 of PBIS.	Complete 01/10/2018	Brianne Hall	01/24/2018
<i>Notes:</i>					
3	2/12/18	Our PBIS Team will create and decide upon a Problem Solving Model that they will use when making implementation decisions for PBIS at our school.	Complete 01/24/2018	Brianne Hall	02/28/2018
<i>Notes:</i>		The PBIS Team will re-examine their Problem Solving model as a new school year begins each year as part of their inherent self assessment that occurs each school year.			
4	2/12/18	PBIS Team will complete the Tiered Fidelity Inventory.	Complete 01/24/2018	Brianne Hall	02/28/2018
<i>Notes:</i>		The PBIS Team will complete a new and updated Tiered Fidelity Inventory each year as part of their yearly assessment inherent in the PBIS model.			

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
<i>Initial Assessment:</i>		Teams are working to unpack new standards and align those to units of instruction in the form of a pacing guide.	Limited Development 11/08/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will utilize standards-aligned units of instruction that have been developed collaboratively.	<b>Objective Met 07/18/18</b>	<b>Stephanie Blevins</b>	<b>05/31/2018</b>
Action(s)	Created Date				
1	11/8/17	Teachers will attend district PLC meetings to collaboratively create pacing guides that are aligned to NC curriculum standards for each subject and grade level. These will be shared with all teachers in the school.	Complete 03/22/2018	Stephanie Blevins	05/31/2018
<i>Notes:</i>					
2	3/28/18	Pacing Guides will be published by the end of the school year for all teachers to use in planning of standards aligned instructional units.	Complete 06/08/2018	Stephanie Blevins	06/08/2018
<i>Notes:</i>					
<i>Implementation:</i>			07/18/2018		
<i>Evidence</i>		7/18/2018 Pacing Guides have been uploaded as Google Docs.			
<i>Experience</i>		7/18/2018 LEA teams met throughout the year to collaborate and create Pacing Guides that will be used commonly across the LEA. These teams submitted their plans to the LEA Curriculum Directors for final approval. Once completed, these were published for the entire LEA to begin to utilize in 2018-2019.			
<i>Sustainability</i>		7/18/2018 We will need to continue to examine the alignment of the Pacing Guides to our curriculum needs as we go through the school year. Our PLC groups will need to collect and analyze formal and informal data regarding the alignment of the Pacing Guides as they meet throughout the year. Changes that may be necessary will need to be communicated to the LEA in order to evaluate these tools.			

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 are receiving training for the MTSS instructional model.	Limited Development 11/08/2017		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All students will receive instruction through a tiered system that aligns to their individual needs.	<b>Objective Met 07/18/18</b>	<b>Brianne Hall</b>	<b>05/29/2020</b>
Action(s)	Created Date				
1	11/8/17	All teachers will attend training on MTSS tiered instructional model.	Complete 06/07/2018	Brianne Hall	05/31/2018
<i>Notes:</i>					
<i>Implementation:</i>			07/18/2018		
<i>Evidence</i>	7/18/2018	Evidence has been uploaded. MTSS Coordinator documents from training have been uploaded.			
<i>Experience</i>	7/18/2018	Teachers met and got training on the Problem Solving Model that our LEA will use as part of our overall MTSS plan when implemented. Additionally, a team of teachers completed the SAM administration as part of our MTSS implementation work, in order to establish a baseline for where we currently stand in our practices.			
<i>Sustainability</i>	7/18/2018	We will need to continue to get training in the MTSS modules for our school leadership and for our teachers as move closer to LEA implementation in 2020.			

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
<i>Initial Assessment:</i>		Currently, teachers work with guidance, administrators, social workers, and some outside agencies to be attentive to the emotional needs of students and work to support them.	Limited Development 11/08/2017		
		Priority Score: 2                      Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		All teachers will be attentive to the emotional needs of their students and will have a thorough knowledge of how to attain additional supports for those students who are in need. Additionally, teachers will have a prescribed course of action to follow in the event that they need to reach those supports.	<b>Objective Met 07/18/18</b>	<b>Shelley Williams</b>	<b>05/31/2019</b>
<i>Action(s)</i>	<i>Created Date</i>				
1	11/8/17	Research and choose a possible professional development opportunity for the staff that will address attending to the emotional needs of students.	Complete 06/15/2018	Shelley Williams	05/31/2018
<i>Notes:</i>					
<i>Implementation:</i>			07/18/2018		
<i>Evidence</i>	7/18/2018	Emails between LEA Student Services Director, Communities in Schools Director, and Principal of Sparta Elementary to make plans for 2018-2019.			
<i>Experience</i>	7/18/2018	As a team we worked with our LEA leadership to research resource that we felt could help us be more attentive to the overall needs of our students. We settled on the Communities in Schools program that will be an active member of our school beginning in August 2018. We will hire a Site Coordinator for Sparta Elementary and that person will work here all day everyday to work within our community to locate and provide resources that can help meet the many needs of our students, in the areas of mental health, academics, and social emotional development.			

<b>Sustainability</b>		7/18/2018 As we go through the year, we will need to monitor the effectiveness of the Communities in Schools program in our school and continually think of new ways that it can be helpful to our students. We will have to assess student needs at regular intervals.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently there is no formal plan in place.	Limited Development 11/08/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		There will be a consistent, intentional plan developed to support student transition from grade to grade.	<b>Objective Met 07/18/18</b>	<b>Lynn Rohlfing</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	11/8/17	Each grade level will meet to create a set of parameters for information that they feel is important to consider when students transition from one grade to the next.	Complete 04/11/2018	Lynn Rohlfing	02/28/2018

Notes:

<b>Implementation:</b>		07/18/2018		
<b>Evidence</b>	7/18/2018 The Transition Plan template has been uploaded as a Google Document.			
<b>Experience</b>	7/18/2018 The SIT members went to their respective peers and discussed what information they would want to know about the students that they would receive next year. They documented this information. SIT members brought this information back to our meeting and came to consensus on what would be used school wide for our Transition Plan. The Principal facilitated this work and compiled the final Transition Plan document and then shared it out with all teachers to use for the 2018-2019 school year. The Transition Plan document was uploaded as evidence into the NCStar system.			
<b>Sustainability</b>	7/18/2018 It will likely be necessary to tweak our information that we include in our Transition Plan. We will need to think about potential programs and their associated data when we plan to use this document in the future. There may also be other measurement instruments that we can utilize to inform the Transition Plan in the future as well.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		-List of all LEA leadership personnel and their departments	Full Implementation 11/09/2017		
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		-List of School Improvement Team members -Meeting Minutes of School Improvement Team meetings	Full Implementation 11/09/2017		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>		-List of PLC Teams and Members -Chart of PLC Meeting Days, Times, Locations -Copy of School Master Schedule	Full Implementation 11/09/2017			
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
<b>!</b>	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Principal does required observations in a timely manner. School leaders are working on a digital walk-through instrument that will be utilized. Principal monitors and provides feedback to PLC Team Talk notes.		Limited Development 11/08/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Principal will provide instructional feedback in a variety of ways in a timely manner.			<b>Dustin Webb</b>	<b>05/31/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>1 of 2 (50%)</b>		
<b>1</b>	11/8/17	Creation of digital walk-through instrument that will be shared with teachers and utilized on a regular basis.		Complete 11/28/2017	Dustin Webb	12/06/2017
		<i>Notes:</i>				
<b>2</b>	2/12/18	Principal and Assistant Principal will each conduct walkthroughs of classrooms using the digital instrument provided by the district office.			Dustin Webb	05/31/2018
		<i>Notes:</i> Principal and Assistant Principal will conduct walkthroughs as schedules permit, aiming for a goal of 10 per week each.				
<b>Implementation:</b>				07/18/2018		
<b>Evidence</b>		7/18/2018				
<b>Experience</b>		7/18/2018				
<b>Sustainability</b>		7/18/2018				



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
<i>Initial Assessment:</i>		Some teachers are utilizing EVAAS data to inform decisions at the PLC level. The SIT uses performance data to inform decision making.	Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		All teachers/school leaders/LEA will utilize EVAAS data and other classroom performance data to inform instructional decisions and as a guide for professional development needs.		Mary Beth Beasley	05/28/2020
Action(s)	Created Date		0 of 1 (0%)		
1	11/8/17	Teachers will receive training on how to analyze and understand EVAAS data and other available classroom data.		Mary Beth Beasley	08/31/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Currently, we have a system for recruitment, evaluation, and replacement of teachers. There is not at this time a system for the school to reward teachers on a regular basis.	Limited Development 11/08/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		School will have a planned and implemented method for rewarding staff in order to create a positive morale.	Objective Met 03/28/18	Kim Choate	05/31/2018
Action(s)	Created Date				
1	11/8/17	Principal will create a method for rewarding and recognizing staff for their efforts and achievements.	Complete 01/09/2018	Kim Choate	05/31/2018
<i>Notes:</i>					

2	2/12/18	School administration will recognize staff who have performed well in the delivery of instruction in the their classrooms each month. This will be based on the walkthroughs/observations done by the school administration. This recognition will be done at monthly staff meetings.	Complete 03/27/2018	Dustin Webb	02/27/2018
		<i>Notes:</i> Will recur at each faculty meeting, or once per month and will be included on faculty meeting agenda.			
<b>Implementation:</b>			03/28/2018		
<b>Evidence</b>		3/28/2018 staff meeting agendas, google form submissions for teacher selected monthly recognitions			
<b>Experience</b>		3/28/2018 During this process, we discovered that for our school, it was more beneficial to have two recognitions each month - one which was decided upon by the teaching staff, and the other that was decided by the school administrative team. We found that these two together have helped to foster a positive bond among all teaching staff. The staff determined award build a culture of teamwork and the admin award serves to recognize activities of which teachers across different grade levels may not be aware.			
<b>Sustainability</b>		3/28/2018 We will need to continue this work as we move into next school year. It will be important for us to start this at the very beginning of the year and continue it all year long in order to really build upon what we have done this year in terms of positive morale.			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
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

<p><b>Initial Assessment:</b></p>	<p>-Title I Parent Compact sent home each year to inform parents of how they can help support learning at home -STEM Night to invite parents in an take part in what students are doing in school (focus on Science, Tech, Engineering, Math) -Literacy Night to invite parents in to learn more about how to support literacy instruction at home -Raising a Reader Pre-K parent night to invite parents in to learn more about how to support literacy instruction at home -Monthly Newsletter created by Principal and sent home and posted on school website - outlines school happenings, character education ideas, and how parents can support students at home with those</p>	<p>Full Implementation 11/09/2017</p>		
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