

Comprehensive Progress Report

Mission:

Every student will make a minimum of a year and a half worth of growth.

Vision:

B.E.S.T.- Believe, Engage, Succeed, Together

Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 25.0% in October 2021 to 50.0%, by October 2024. Target for 22-23 is 37.5%. (Aligns with A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2022-2023 and SY 2023-2024. (Aligns with A4.01 and B3.03 and CMS Goal 4)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 10.9% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 in September 2021 to 68% in Grades 3-5 in September 2024.

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

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>		n.a	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>When this goal is fully met, teachers and PLCs will consistently use the EL and Envision curriculum and district provided materials with fidelity. PLC planning sessions will focus on strong core instruction aligned to EL and EnVision Curriculum, CMS pacing guides and state standards. Evidence from core action walkthroughs and observations show standard-alignment, rigor, and engagement.</p> <p>PLC's will engage in data analysis and action planning during weekly PLC meetings.</p> <p>Teachers will use classroom and district provided assessments such as Mastery Connect to assess student mastery on standards based objectives. Using this data, teachers will differentiate instruction to meet individual student's needs.</p> <p>Multi-Classroom leaders, facilitator and instructional assistants will provide supports to students during grade level designated WIN Time in reading and math.</p>		Melissa Roy	06/15/2024
<i>Actions</i>					
<i>Notes:</i>					

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>		n/a	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>Teachers will use data (MAP, DIBELS, Mastery Connect) as well as the Branching Minds platform to identify students working below grade level. Teams will meet on a bi-weekly basis to When students require supplemental/intensive levels of support, teachers will create a MTSS plan in the Branching Minds platform and begin interventions as described in the plan. Teachers will monitor growth on a regular basis as outlined in the plan. Should a student need intensive support, their plan will be updated with the assistance of Mr. Zaremba (MCL), Mr. Purcell (counselor), and Ms. Cowley (counselor). Parents will also be involved in the creation of the plan. The plan will include a system for monitoring and feedback for the parents. If necessary, the student will be referred to the EC team.</p> <p>The MTSS team will monitor the fidelity of implementation of the plans, as well as student success rates, on a biweekly basis. Members of the MTSS team work with teachers to ensure alignment between instructional practices (targeted skill, baseline, intervention, and progress monitoring) and implementation of strategies.</p> <p>We will be training teachers on the Standard Treatment Protocol, Branching Minds platform and how it impacts students who are in MTSS concurrently with the EC process and who may be identified as SLD.</p>		Frank Zaremba	06/15/2024
Actions					
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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
<i>Initial Assessment:</i>			n/a	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			<p>When this goal is fully met, 100% of our teachers will fully implement SEL, with fidelity, on a daily basis in all homeroom classes.</p> <p>Students will be assessed twice each year through the Panorama Survey, and data will show gains in student ratings.</p> <p>Teachers and counselors will analyze student data to determine areas of focus for SEL lessons, as well as small group and individual counseling sessions.</p> <p>All teachers will establish classroom norms based on student input, with revisions completed throughout the year as needed.</p> <p>School counselors will train staff on anti-bullying strategies and how to identify student risk behaviors.</p> <p>School counselors are working with our assigned Core Behavior Specialist to determine strategies to help support students with high risk behaviors.</p>		Scott Otolski	06/15/2024
Actions						
<i>Notes:</i>						

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>		N/A	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>The administrative team will be visible and an active participant in all grade-level content area PLC meetings. Because planning is the key to teaching and learning, support will be provided in PLC meetings on a regular basis. Members of the administrative team will take the time to be fully knowledgeable about the curricula associated with each content area and grade level they support.</p> <p>In addition to providing support to PLCs, administration will use their knowledge to provide teachers with on-going feedback. All teachers will receive regular walk through feedback (monthly), observation feedback (in compliance with their evaluation plan), and coaching, if needed. Walk through data will be collected through the Core-Action Walk-Through Form and will be used in weekly administrative meetings to determine coaching needs, as well as identify teacher leaders within various components in teaching the curricula. Data from the walk-throughs will be used to plan future PD.</p> <p>Coaching will be implemented by the principal, assistant principal, literacy facilitator, and the two multiple classroom teachers. Plans will be created based on individual teacher needs. Coaching will also focus on "coaching up" as well as coaching support.</p>		Melissa Roy	06/15/2024
Actions					
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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>		N/A	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>We will continue to provide parents weekly updates about instructional practices in the classrooms through Parent Square and newsletters. In this communication we will provide parents strategies to support learning at home, bridging learning at school and at home. 100% of parents will be reached through this communication.</p> <p>Every parent (100%) will participate in a minimum of 1 parent-teacher conference. Additional conferences may be scheduled as needed throughout the year.</p> <p>We will continue the tradition of participating in a combined SLT meeting with the Hopewell feeder pattern schools, providing opportunities to share about Barnette and learn about programs at the other schools. One program to highlight is the Cambridge Program which is a focus in all classes at Barnette. By working together, this will strengthen all the schools in the feeder pattern.</p>		Melissa Roy	06/15/2024
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