

Comprehensive Progress Report

Mission:

Vision: Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21st-century citizens.

Mission: We will empower all students to be inquisitive learners and critical thinkers in order to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.

Goals:



! = Past Due Actions 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:			Our administrator is actively ensuring that there is a commitment to positive change through the following forms of communication: email, open door policy, presence at CASA, presentations during PD. Our administrator is proactive and models expected behaviors when he is in the classroom. He follows protocols for incident reports and treats students fairly. Our administrator uses distributive leadership. We are currently implementing several research based practices. However it takes time to reach fidelity.	Limited Development 11/01/2016		
How it will look when fully met:			The school's vision is enacted and upheld by the administrator. He models high expectations in the school and in the community.The day to day operations are smoothly managed and teachers view the leader as an effective change agent.		Jaime Noack	06/06/2019
Action(s)	Created Date			2 of 4 (50%)		
1	2/27/17		The leadership team will rewrite the school's mission and vision to capture the desired culture. The vision will be posted throughout the building and incorporated into student-friendly slogans to inspire students and families with the culture and value of the school.		Ella Kern	12/06/2017
Notes:						
2	4/4/17		Elicit input from student council members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 05/02/2017	Pam Clinard	05/03/2017
Notes:						
3	4/4/17		Elicit input from staff members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.		Jaime Noack	09/06/2017
Notes:						
4	4/4/17		Elicit input from PTA members about core values and beliefs for our school. Compile data and determine key phrases in order to help us rework our mission and vision statements.	Complete 05/24/2017	Danielle Hunter	05/31/2017
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
<i>Initial Assessment:</i>			Our leadership team meets to discuss data and some professional development needs. We are completing limited peer observations. Some teachers reflect and make changes based on principal's observations.	Limited Development 11/01/2016		
<i>How it will look when fully met:</i>			Teachers will reflect on observation feedback and seek input from others. A culture of professional growth will permeate the building where all teachers seek out coaching feedback and exude a growth mindset by continuously desiring to learn and grow.		Summer Lee	11/30/2017
Action(s)	Created Date			0 of 1 (0%)		
1	2/27/17		All teachers will conduct peer observations in at least one classroom of their choosing. Teachers will provide feedback for the room observed and have a grade level conversation with teachers on what was learned from the process.		Danielle Hunter	11/30/2017
<i>Notes:</i>			This will be the first step for shifting the culture to a coaching mindset and opening up classrooms for future visits. Next steps could be to incorporate a lesson study model.			
	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>			We are providing whole staff Positive Behavioral Interventions and Supports (PBIS) Professional Development. Along with classroom teachers, specialists provide intense focus during the first week of school. We are currently assisting our new staff in the implementation of the program through ongoing professional development throughout the school year.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>			All teachers will utilize PBIS strategies and reinforce classroom rules and procedures effectively.		Donna Cabiness	06/08/2018
Action(s)	Created Date			0 of 4 (0%)		
1	9/19/17		We will reduce office discipline referrals by 25% this school year by modeling and enforcing appropriate, culturally relevant classroom management in collaboration with administration.		Jordi Roman	06/08/2018
<i>Notes:</i>						
2	9/19/17		We will ensure that all classroom teachers are implementing classroom meetings at least once a month.		Donna Cabiness	12/07/2017
<i>Notes:</i>						

3	9/19/17	Students with two or more office referrals will be provided with a tier two behavior intervention.		Kristen Faircloth	01/17/2018
Notes:					
4	10/17/17	We will provide whole staff PBIS professional development at least four times a year at our faculty meetings.		Natalie Grady	05/02/2018
Notes:					

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:		We currently have a pacing guide for all the subject areas. We have mapped out units for the year in ELA with our instructional team. Some grade levels have partially mapped out units for math.	Limited Development 10/25/2016		
How it will look when fully met:		Each grade will have units of instruction that provide lessons for the entire year for mathematics, ELA, science, and social studies. The units will include assessments, rubrics, and exemplars of quality student work. The units will be built on research-based best practices and utilize vetted resources that have proven to increase student achievement.		Lisa Hayes	08/24/2018
Action(s)	Created Date		1 of 5 (20%)		
1	2/27/17	Most grade levels will implement at least two units from Engage New York or Massachusetts in English Language Arts this year to determine the effectiveness of these units and the impact on student learning.	Complete 06/06/2017	Lisa Hayes	06/07/2017
Notes: This will be the pilot phase for ELA units to determine the direction for whether to proceed with these units next year or to modify the units based on our students or to create our own.					
2	2/27/17	Analyze the data from the unit assessments and End of Year data to determine effectiveness of using the vetted English Language Arts resources.		Jordi Roman	11/30/2017
Notes: Use the data to determine the next task for ELA.					
3	8/16/17	Grades K-5 will develop and administer common formative assessments for "power standards" to drive and differentiate instruction.		Lisa Hayes	02/05/2018
Notes:					
4	8/16/17	We will utilize EngageNY Units for all grade levels in ELA and Math while considering best instructional practices that engage diverse learners.		Jordi Roman	11/01/2017

		<i>Notes:</i> Data to collect: -units paced out on Google Drive -Lesson Plans -Walkthrough data			
5	8/16/17	In conjunction with Asheboro City Schools, units will be developed for Science and Social Studies.		Jaime Noack	06/12/2019
		<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
Initial Assessment:			We have placed an intervention block in every grade level's schedule. Our schedule allows personnel to support classroom teachers during the intervention block (reading assistants, academic support, specialists). Teachers and support staff are utilizing data in order to address individual student needs during the intervention block.	Limited Development 10/25/2016		
How it will look when fully met:			Our school district is currently in the implementation stage of Multi-Tiered System of Support (MTSS) this school year (2017-2018). All elementary schools will be fully implementing MTSS in the 2018-2019 school year. In our school, MTSS will ensure that the quality of instruction is evidence-based and meeting the individual needs of our students. Instruction will be aligned to the standards and skills that students need and will be based on data-driven decisions. Progress monitoring will occur on a frequent basis that determines student understanding and mastery. Instructional decisions will be made from the data to determine how instruction needs to change to meet the individual student needs. All students will be receiving a high-quality core, and needed students will receive supplemental services in addition to the core. Students that need further support will receive intensive support in addition to core and supplemental services. All classroom teachers will collaborate on a regular basis with support staff to ensure alignment of resources and practices.		Donna Cabiness	06/05/2019
Action(s)	Created Date			1 of 2 (50%)		
1	2/27/17		Teachers will write Core Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.	Complete 06/06/2017	Summer Lee	06/07/2017
Notes: Core Success Plans with progress monitoring data will be documentation.						
2	10/3/17		Teachers will write Small Group Success Plans that utilize evidence-based instructional practices for their English Language Arts core. They will track progress for a targeted group of students against the core in order to determine the effectiveness of their plan.		Lisa Hayes	02/07/2018
Notes:						

	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>			Teachers currently receive bullying intervention training and Positive Behavioral Interventions and Supports (PBIS) training. The PBIS committee also discusses students with office referrals in order to assist teachers with necessary interventions. Teachers are attentive to students' emotional needs and seek assistance when needed.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>			Teachers at Donna Lee Loflin (DLL) will learn to help students to manage their own emotional state because our teachers understand that emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. All teachers at DLL help students learn to identify and understand their emotions and can teach students strategies for successfully managing their own emotions.		Donna Cabiness	06/29/2018
<i>Action(s)</i>	<i>Created Date</i>			1 of 3 (33%)		
1	2/27/17	Teachers will be trained on knowing how to help students deal with emotions in productive ways.		Complete 09/05/2017	Donna Cabiness	09/15/2017
<i>Notes:</i>						
2	9/19/17	Teachers will utilize the student reflection sheets as needed in order to help students process their own feelings and behavior choices.			Donna Cabiness	11/29/2017
<i>Notes:</i>						
3	10/17/17	Teachers will have access the Donna Lee Loflin (DLL) Google Team Drive in order to utilize suggested behavioral and emotional interventions and supports.			Natalie Grady	05/02/2018
<i>Notes:</i>						

	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
<i>Initial Assessment:</i>			Fifth-grade students take a trip to the middle school to prepare for their transition to sixth grade. Fifth graders also have penpals at the middle school. Kindergarten teachers visit the pre-k and observe the students who will be transitioning to kindergarten. Grade level teachers communicate with the next grade level to discuss students' strengths and needs.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>			Students and parents are well informed about what to expect in the next grade level.		Meghan Joyce	06/06/2018
<i>Action(s)</i>	<i>Created Date</i>			0 of 2 (0%)		
1	10/3/17	Students will visit students in the grade level below and answer any questions about what to expect in the next grade level.			Meghan Joyce	06/06/2018
<i>Notes:</i>						
2	10/17/17	Our grade level teams will participate in vertical planning at least two times a year so that teachers can effectively transition students from grade level to grade level.			Ashley Smith	05/10/2018
<i>Notes:</i>						

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
<i>Initial Assessment:</i>			The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team is assigned to work exclusively with Loflin (Dr. McWherter) to support needs for our school as they arrive. He reports on progress for our school during the LEA meetings and asks for support or additional problem solving for Loflin as needed. See document titled, LEA Support Team List.	Full Implementation 10/11/2016		
	KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our leadership team currently meets on the first and fourth Tuesday of every month.	Full Implementation 11/01/2016		

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:			The teachers have specific duties within grade level teams which include time for instructional planning. However, Collaboration with academic support teachers is increasing.	Limited Development 11/01/2016		
How it will look when fully met:			The school will have team structures charged with a specific purpose in place to address three areas of need in the school; instruction and instructional methods, whole school improvement planning and family community connections. Each structure will have clearly defined expectations and roles. Time will be set aside for the team meetings and teachers will willingly sign up to be members.		Pam Clinard	03/28/2018
Action(s)		Created Date		0 of 1 (0%)		
1		2/27/17	Expectations and roles will be written for the teams in each of the three structures; instruction and instructional methods, whole school improvement planning and family community connections.		Kathy Robbins	10/25/2017
Notes:						

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
Initial Assessment:			Our principal attends instructional meetings and visits classrooms regularly. He provides clear and constructive feedback.	Limited Development 11/01/2016		
How it will look when fully met:			Mr. Roman (principal) and/or Assistant Principal will monitor curriculum and instruction on a daily basis by attending and participating in weekly CASA meetings, planning sessions and through classroom observations and walkthroughs. They will provide formal and informal feedback to all grade levels on classroom observations, walkthroughs and lesson plan implementation in a timely manner. All teachers will receive feedback on implementation and alignment of lessons. Additional coaching and support will be provided as needed.		Christopher Golden	12/30/2017
Action(s)	Created Date			2 of 3 (67%)		
1	11/28/16		Actively participate in weekly, grade level CASA meetings.	Complete 01/11/2017	Jaime Noack	01/11/2017

Notes: CASA agendas and minutes					
2	11/28/16	Mr. Roman and Assistant Principal will provide feedback on formal observations within 10 days.	Complete 01/11/2017	Donna Cabiness	01/11/2017
Notes: Record of observations and post observation conferences					
3	11/28/16	Mr. Roman (principal) and the Assistant Principal will provide verbal and/or written feedback on classroom walkthroughs within 72 hours. Each teacher will have a minimum of one walkthrough per month.		Kathy Robbins	05/10/2018
Notes: Copy of completed walkthrough tool and data from Walkthroughs					

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:			Each grade level team at our school uses performance data to formulate intervention groups, drive instruction, core success plans, and inform some professional development.	Limited Development 11/01/2016		
How it will look when fully met:			The leadership team will regularly review aggregated classroom observation data to analyze patterns or trends of professional practice across the school. The team will regularly analyze disaggregated data by subgroup to determine the effectiveness of instruction across the school. Both of these data sources will be used to determine a plan for professional development needs.		Lisa Hayes	04/27/2018
Action(s)	Created Date			1 of 3 (33%)		
1	2/27/17		The leadership team will create a walkthrough tool for gathering classroom data so that patterns of professional practice can be analyzed in order to determine needs for professional development.	Complete 05/23/2017	Jordi Roman	05/24/2017
Notes:						
2	2/27/17		Teachers will complete a professional development needs survey. The leadership team will analyze results of the survey and compare the requested needs to see if the student and classroom observation data supports the requested needs.		Christopher Golden	12/06/2017
Notes: Add an action step before completed. Survey development will be looked at and developed by December.						

3	10/17/17	The Leadership Team will analyze classroom observation data and the needs survey to make improvements and plan for professional development.		Danielle Hunter	04/11/2018
Notes:					

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:		The LEA has a set evaluation process. The LEA visits local colleges and universities during job fairs to recruit new staff.	Limited Development 11/01/2016		
		Priority Score: 2 Opportunity Score: 1 Index Score: 2			
How it will look when fully met:		The LEA will have procedures in place to recruit high-quality teachers to all schools by ensuring that the neediest schools receive the most qualified applicants. The LEA will provide the necessary resources and professional development opportunities for new teachers by having a quality BT (Beginning Teacher) program that is sustained, provides instructional support and spirals PD from year to year. The school will have full utilization of the state's evaluation model and provide all teachers with quality feedback in a timely manner. Teachers will have multiple opportunities for rewards and/or incentives for working in the district.	Objective Met 03/07/17	Kathy Robbins	06/28/2019
Action(s)	Created Date				
1	2/27/17	The district will begin a Teacher Fair to recruit high-quality teachers. Our school will be present and ready to interview stand out teachers on the spot.	Complete 03/07/2017	Jordi Roman	03/15/2017

Notes: Copy of names of teachers that stooped at booth and expressed interest in Loflin will be an artifact.				
Implementation:		03/07/2017		
Evidence	3/7/2017 Please see attachments that list names of possible candidates interviewed at this event.			
Experience	3/7/2017 The district advertised the job fair on social media, staff members shared with colleagues, and it was on the Asheboro City Schools website. The job fair was well organized. The district provided a very welcoming environment.			
Sustainability	3/7/2017 The district will hold this event annually.			

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>			We currently send home weekly parent newsletters with academic tips and have some curriculum nights. However, we would like to go into more detail to educate parents about how to help their children at home.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			Parents will know student expectations for standard mastery. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. At least 80% of our parents will attend the AFTT (Karen Mapp training nights).		Danielle Hunter	12/30/2017
Action(s)	Created Date			1 of 3 (33%)		
1	11/28/16		1. All school staff will implement Karen Mapps model of linking family engagement to learning by having three classroom Academic Family Teacher Team (AFTT) meetings. 80% parent/guardian participation is the goal. 2016-2017 K-2 AFTT Meeting Dates: 10-27-16 1-26-17 3-30-17 2016-2017 3-5 AFTT Meeting Dates: 11-3-16 2-2-17 4-6-17 2017-2018 AFTT nights (All grade levels) Nov. 7th Feb. 6th April 17th		Meghan Joyce	05/02/2018

		<i>Notes:</i> Log parent/guardian attendance We've discussed with PTA and will implement their ideas regarding family engagement nights. Brainstorm incentives for attendance and child care for these nights. Plan menus for serving dinner for those who attend.			
2	11/28/16	2. School staff will offer technology support in both English and Spanish during family engagement nights (AFTT) to help parents navigate apps that support student achievement and align with the North Carolina Standard Course of Study.	Complete 05/02/2017	Natalie Grady	05/03/2017
		<i>Notes:</i> Apps/Websites?Resources Teachers use Each grade level will suggest two and they will be added to the school website. Anthony Woodyard for support			
3	10/17/17	3. All grade levels will send home weekly newsletters with academic tips, calendar updates, "I can statement" and overarching goals in English and in Spanish.		Jordi Roman	11/08/2017
		<i>Notes:</i>			