

Comprehensive Progress Report

Mission: We commit to the lifelong success of our students by providing academic and innovative leadership opportunities for our SVS community.

Vision: Empowering an innovative community of leaders.

- Goals:**
- Implement clear structures for PLCs surrounding effective planning and aggressive progress monitoring practices in 100% of our K-5 classrooms
 - 80% of readers (K-5) will be proficient as demonstrated by grade level expectations by June 2023 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level).
 - 80% of students (K-5) will be proficient in math problem solving by June 2023 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level).
 - 80% of students (3-5) will be proficient in science standards as measured by the NC Check-ins by June 2023 as supported by A2.04 (Instructional teams develop standards-aligned units of instruction for each subject and grade level).
 - SVS will implement a data driven 2nd and 4th grade math tutoring program to support students math proficiency



! = 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:			The PBIS model is implemented with partial fidelity in the Shiloh Valley Schools. We have not had the CHAMPS/Foundations training at this time	Limited Development 10/07/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			PBIS will be consistently implemented across all grade levels. Teachers will employ these effective practices from PBIS and CHAMPS/Foundations to reinforce rules and procedures for consistency throughout the school.		Elizabeth Griffin	06/09/2024
Actions				2 of 3 (67%)		
11/10/21		Data will be maintained on classroom and office referrals through Educator's Handbook and shared with staff at meetings.		Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes: Office discipline referrals 21-22 = 435, school year 22-23 = 287						
11/10/21		Visual PBIS displays will be posted throughout the school. See folder: https://drive.google.com/drive/folders/114_9wJ-TlhRftNjrXyzyf2xAHvHQ0tqj?usp=sharing		Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes: all areas have posters						
10/6/22		All staff will participate in CHAMPS/Foundations training and implement practices throughout the school			Elizabeth Griffin	06/09/2024
Notes: Waiting on more training from county						
Implementation:				06/11/2023		
Evidence			6/11/2023			
Experience			6/11/2023			
Sustainability			6/11/2023			

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:			new platform for entering data for MTSS will be implemented (ECATS) new implementation of MTSS literacy flowchart New data decision rules agreed upon by PLC Expectations and deadlines for progress monitoring are clearly defined literacy specialist is used for interventions with 4th grade students.	Limited Development 10/04/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Full implementation of MTSS intervention process will result in small group plans to be used for small group time during reading and math.		Elizabeth Griffin	06/15/2024
Actions				3 of 4 (75%)		
11/10/21			PLCs will gather data and work to identify students in need of additional supports. They will use the MTSS intervention process and data decision rules to implement plans to meet the needs of each student	Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes:						
10/6/22			Teachers will participate in MTSS intervention process training. They will learn how to identify at risk students based on grade level data and how to identify specific student needs through this process	Complete 06/07/2023	Elizabeth Griffin	06/09/2023
Notes:						

10/6/22			Teachers participate in tier meetings to track student progress and assess intervention progress	Complete 06/07/2023	Elizabeth Griffin	06/15/2023
Notes:						
10/14/19			Admin and IC will conduct walk throughs to monitor for MTSS implementation		Elizabeth Griffin	06/09/2024
Notes:						
Implementation:				11/10/2021		
Evidence			11/17/2020			
Experience			11/17/2020			
Sustainability			11/17/2020			
	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:			Second to third grade transition plan is as follows: - Vertical planning of second and third grade teams - Alignment of curriculum (literacy/math) - Elementary admin and counselor visit classrooms at the end of the year to support student transition - Second grade classrooms "cross the valley" day, to visit third grade classrooms and complete a building tour	Limited Development 10/07/2019		
How it will look when fully met:			The transition plan from 2nd to 3rd grade will include cross grade level planning, events to celebrate transition from one building to another, teacher visits, and reading and math data to indicate growth from 2nd-3rd grade.		Monica McGinniss	06/07/2024
Actions				0 of 3 (0%)		
10/10/23			Counselors will schedule meetings to support students' transition to the new building.		Monica McGinniss	04/01/2024
Notes:						
10/10/23			EC team will schedule meetings with the primary building EC team to support with the transition of IEP plans.		Elizabeth Griffin	05/01/2024
Notes:						

10/10/23	The school counselor will schedule a meeting with the primary building counselor to support with transitioning 504 plans.		Monica McGinniss	05/01/2024
<i>Notes:</i>				

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 SVS Team is currently rebuilding data systems in order to ensure alignment with progress monitoring measures to ensure student growth: -Progress monitoring (upcoming 3-5 math probes) -4Dx model (3-5) -Revamp of MTSS protocols (3-5)	No Development 10/07/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			The aligned systems across SVS will include: *Progress Monitoring Math Probes * 4DX *mClass *iReady *MTSS data in ECATS		Jamee Giers	06/07/2024
Actions				0 of 2 (0%)		
10/10/23			SVES teachers and support staff will analyze data weekly during PLC to identify student needs and plan instruction aligned to students' needs.		Jamee Giers	06/07/2024
Notes:						

10/10/23	SVES teachers and staff will track student data in a weekly/biweekly tracking form as well as track NC Check In data, mClass data, iReady data, and compare student progress with EVAAS projections.		Michael Boyes	06/07/2024
Notes:				
Implementation:		11/10/2021		
Evidence	06/09/2021			
Experience	06/09/2021			
Sustainability	06/09/2021			

Core Function:

Dimension D - Planning and Operational Effectiveness

Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As part of our SVES beginning-of-year school improvement plan, we included resource allocations such as math tutors, online resources, after-school tutoring, and support staff needs. Many of these resources will be funded by ESSER funds. Currently, we have the following allocations aligned to our instructional priorities: *10 Math Tutors *Literacy Tutor *iReady Math *LTS position *Plan to implement afterschool tutoring	Limited Development 10/10/2023		
<i>How it will look when fully met:</i>			We will use the following data source to determine student growth and proficiency, as well as the success of tutors and intervention supports: *iReady data *mClass data *Math Tutor tracking data *Literacy Tutor tracking data *NC Check-In Data *EVAAS Proficiencies compared to EOG scores *EOG proficiency We will know this objective is met when we exceed growth and meet 65% proficiency.		Jamee Giers	06/07/2024
Actions				0 of 2 (0%)		
		10/10/23	Create and maintain tracking sheets for tutors.		Michael Boyes	05/01/2024

Notes:

10/10/23 Create and maintain data tracking sheets.

Michael Boyes

05/01/2024

Notes: