

Comprehensive Progress Report

Mission: Champions are provided rigorous and engaging instruction in academics along with arts integration. We are committed to developing their leadership skills, social emotional health and civic awareness in a safe and caring environment.

Vision: Champions will achieve their academic, artistic and civic potential.

Goals:
Eastover-Central Elementary School of Arts will receive a school performance grade of, A, by increasing academic achievement 10.2 points per year for two years in 2022-2023, and 2023-2024.
Eastover-Central Elementary will focus on increasing the the composite proficiency for our Students with Disabilities.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Many of our faculty and staff incorporate a Growth Mindset into their daily instruction and activities. However, due to the effects of COVID19 on the education and emotional state of our students, we believe a Growth Mindset is going to be critical to our students and school as we face the 21-22 School Year.	Limited Development 06/28/2021		
<i>How it will look when fully met:</i>		Students will be able to exhibit and verbalize self-regulation strategies they use when persevering when mastering new standards and objectives. Individual student scores on multiple assessments will show growth.		Jennifer Butler	06/09/2023
Actions			0 of 2 (0%)		
6/28/21		The whole school will support Growth Mindset Concepts such as Growth Mindset Vs. Fixed Mindset, The Power of Yet, Mistakes are part of learning, etc.		Jennifer Butler	06/09/2023

Notes: 8-22-22: SIT Meeting: Teachers will continue to promote a Growth Mindset through the use of inspirational posters placed in their classrooms and around the school. Teachers will also encourage students to follow a Growth Mindset during classroom instructions and classwork.

9-13-21: SIT Meeting: The teachers are implementing Growth Mindset information into their daily morning routines and daily instruction. In addition, the whole school is signed up to take Differentiation by Design: Reaching And Teaching Every Learner and Strategies for Understanding and Teaching the Gifted professional development. This professional development will help us to differentiate instruction for all students in order to promote growth.

10-4-21: SIT Meeting: The Student Council is supporting the Growth Mindset theme by creating encouraging posters around the school.

11-1-21: SIT Meeting: The teachers are continuing to incorporate a Growth Mindset into their daily routines.

12-6-21: SIT Meeting: Mrs. Butler continues to support Growth Mindset in Classroom Guidance and the Classroom Teachers continue to support Growth Mindset through goal setting with their students.

1-10-22: SIT Meeting: Teachers are helping students refine their goals for the 3rd Reporting Period.

2-7-22: SIT Meeting: Teachers have received most of their materials for their Calm Corners. As part of that inventory, they received a set of Growth Mindset posters and other materials. Teachers are using these resources as a part of classroom instruction as well as instruments for students to use to calm down and refocus their thoughts. These Growth Mindset themes are talked about in the classroom and students are permitted to state what that means to them.

3-7-22: SIT Meeting: Teachers have placed bulletin boards in the hallways to support our Growth Mindset goals. Also, teachers are continuing to use the materials they received with their Calm Down Corner Inventory to teach Growth Mindset themes and strategies.

4-25-22: SIT Meeting: No updates since our last SIT Meeting.

5-2-22: SIT Meeting: No updates. We will determine our next steps at our Summer SIT Retreat.

6/28/21 Students will practice self-regulation strategies that will help them manage their thoughts, feelings, and behaviors towards academic and personal success.

Jennifer Butler

06/09/2023

Notes: 8-22-22: SIT Meeting: Teachers will encourage students to set individual goals in order to continually make progress. Teachers will also encourage to use the calm corner and other self-regulation skills when learning becomes challenging.

9-13-21: SIT Meeting: Last school year our school completed schoolwide Building a Trauma-Sensitive School Professional Development. As part of that training, teachers received information on implementing Calm Corners and self-regulation practices. Teachers are implementing calm corner strategies and self-regulation strategies in their classrooms.

10-4-21: SIT Meeting: The students are learning self-regulation skills in Classroom Guidance.

11-1-21: SIT Meeting: Students are continuing to practice self-regulation skills in their classrooms.

12-6-21: SIT Meeting: Students continue to learn self-regulation strategies in Classroom Guidance with Mrs. Butler.

1-10-22: SIT Meeting: Classroom Teachers will receive their classroom calm corners resources that have arrived this month and begin teaching their students how to use the calm corner appropriately.

2-7-2022: SIT Meeting; Teachers are using their calm down corner materials to help students regulate their emotions.

3-7-2022: SIT Meeting: Teachers are working harder than ever to get students to use their self-regulation skills to manage their behaviors.

4-25-2022: SIT Meeting: No updates since our last SIT Meeting.

5-2-22: SIT Meeting: No updates. We will determine our next steps at our Summer SIT Retreat.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers use state and local assessments as well as formative assessments to monitor student growth and achievement. Our grade level teams meet to discuss data but we have not utilized vertical team data planning in the past.	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, grade levels will regularly meet vertically to analyze and discuss student data and standards alignment. Teachers will have a deep understanding of EVAAS growth and proficiency data as well as how to use the data to target individual student needs for intervention and/or enrichment. These practices will result in increased student proficiency and growth as evidenced by North Carolina End-of-Grade assessments.		Tanya Higgins	05/31/2024
Actions			0 of 3 (0%)		
	9/15/22	Individual teacher conferences will be held to review EVAAS value-added reports with the administration and the instructional coach.		Tanya Higgins	12/15/2022
<i>Notes:</i>					
	9/15/22	Three times per year each grade level team will meet with the grade level above to discuss standards, student preparation, common vocabulary, gaps in prior learning, etc.		Michelle Plessner	05/31/2024
<i>Notes:</i>					
	10/3/22	During PLC's and Data days teachers will use data (MClass, Benchmark, Successmaker, AR, etc.) to create targeted strategies to either remediate, enrich, or improve targeted skills.		Michelle Plessner	05/31/2024
<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>		Our teachers target skill groups for skills and standards mastery overall. There is school wide enrichment every morning for 30 minutes to address additional help.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this goal is fully met we will have less of an achievement gap in proficiency between our targeted subgroups on state ELA, Math and Science, End Of Grade Assessments. We will utilize benchmark and EOG assessments as well as formative assessments to measure full implementation.		Tanya Higgins	05/26/2023
<i>Actions</i>			0 of 1 (0%)		
	10/14/22	Leadership Team will analyze and utilize subgroup data to guide targeted differentiated instructional plans for subgroup students during data days.		Tanya Higgins	05/26/2023
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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>		We are currently in the process of implementing the MTSS model. It will be fully implemented by the state by 2020. We have completed two necessary surveys to begin our implementation of MTSS.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		Teachers will understand the essential elements of MTSS. Teachers will have an understanding of the MTSS multitiered instruction and intervention.		Jennifer Butler	06/09/2023
Actions			0 of 2 (0%)		
10/26/22		The School Improvement Team will assist teachers in the first phases of the MTSS implementation of multitiered instruction and intervention.		Jennifer Butler	06/09/2023
	<i>Notes:</i>				
10/26/22		The School Improvement Team will determine what MTSS information needs to be rolled out and implemented throughout the school year.		Jennifer Butler	06/09/2023
	<i>Notes:</i>				