

Comprehensive Progress Report

Mission: Rockfish Elementary School is committed to providing a quality education for all students within a safe and supportive atmosphere where all feel secure, loved, and challenged.

Rockfish Elementary is dedicated to the safety, emotional needs, and the academic growth of each child we serve.

Vision:

Goals:

We will move our performance letter grade from a C to a B by the end of the 2022-2023 school year as measured by the end of grade test scores.

70% of our third, fourth, and fifth grade students will show proficiency on the Reading and Math End-of-Grade assessments by May of 2023.

75% of our kindergarten, first and second grade students will have a proficient composite score in Mclass by May of 2023



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As a staff we consistently assess data and methods to best facilitate individualized instruction based on each student's need. This objective is ongoing for all teachers. Our Instructional Coach compiles and shares student data to help facilitate individualized instruction. Instructional materials are purchased based on student needs as determined by assessments. Our teachers need instruction on how to better differentiate lessons to meet student's individual needs. Currently, there is evidence of differentiated lessons in reading but little evidence of differentiation in math lessons/activities. Pre and post tests are being used in our upper grades but not on a consistent basis.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, each student will have learning opportunities that maximize resources to meet his/her individual needs. This will be accomplished as the teacher modifies instruction and instructional resources and makes small group assignments in response to individual student performance on pre-tests and other methods of assessment. This will be evidenced through documentation in individual student records, data documented in MyTrack, and teacher lesson plans that document differentiated instruction to ensure a personalized education plan for each student.</p> <p>Grade levels will meet weekly to discuss common assessments and student performance. The data is used to plan individualized/small group instruction. The administrative team will attend these weekly meeting using a rotation schedule. All beginning teachers and teachers new to RFES will be given training on data collection, student assessments and MTSS requirements.</p>		Ann Crawford	06/01/2023
Actions			0 of 5 (0%)		
	10/13/22	Teachers new to Rockfish will be instructed on how to use pre and post tests and how to document student data. Every grade level will use DIBELS as a means of assessment.		Ann Crawford	10/31/2022

Notes: 9/6/22 During PLC's this week, we will discuss student data and begin forming our remediation groups.
 9/12/22 Sioris met with new teachers to review Dibels assessments and how to administer. Ms. Kelley (new kindergarten teacher will attend full day of McClass training 9/14/22 at Sandhills Community College.

10/17/22 The administrative team will attend meetings (PLC's and grade level planning) weekly using a rotation schedule.

Lisa Sirois

05/19/2023

Notes:

10/13/22 Using the end of grade science data, it was determined our students need more hands-on activities to help reinforce science concepts and vocabulary. All fifth grade teachers will provide weekly hands-on science activity that align to the Standards.

Ann Crawford

05/26/2023

Notes: 9/12/22 Fifth grade student will complete Water Cycle in a bag for the hands-on activity. Students will concentrate on vocabulary about water cycle. Lesson plans contain activity and Crawford observed students completing the activity in each classroom.

10/13/22 Teachers in Kindergarten through fifth will teach vocabulary through direct instruction in all subjects using student friendly definitions, visuals, sentences, synonyms and antonyms. Teachers will teach multiple examples and non-examples of targeted words and give students multiple practice opportunities for using vocabulary words.

Lisa Sirois

06/01/2023

Notes:

10/13/22 In response to individual student assessments, we will maximize individualized instructional planning and student learning capacity by providing resources that support enhanced learning opportunities for RFES students. Using Title I, State, Local, General Funds, and/or designated funds from school-wide fundraisers, instructional resources will be purchased and/or planned to address the diverse needs of grade levels, individual students, and small groups of students. Resources include personnel, technology, CCS vetted software, ancillary materials, field trips, etc.

Ann Crawford

06/03/2023

Notes: 8-1-22 Using ESSR funds, the School Improvement Team decided to continue to use Accelerated Reader as our wide-reading program, Approx. \$7400.

8-1-22 Using ESSR funds, our School Improvement Team decided to purchase Rek-n-Reks math manipulatives for kindergarten and first grade. Approx. \$650

8-1-22 Using ESSR funds, our School Improvement Team decided to purchase Brain-Pop educational website for grade K-5. This will be used in all subjects. Approx. \$2800.

8/25/22 Using ESSR funds, our School Improvement Team decided to purchase PBIS student incentives. Items ordered are age appropriate to each respective grade level.

9/6/22 Using BOY student assessment data, our second grade teachers need additional math manipulatives to teach place value. We will order these specific items that will be used during small group math instruction.

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>		Most of our teachers are proficient in analyzing student data, but we need to maintain consistent implementation. We continue to learn how to better use student data to identify student strengths and weaknesses to plan for instructional support. Student data is analyzed weekly in our professional learning communities with a concentration on students who are not showing proficiency in a specific area. Our teachers need to increase the level support for students who are in need of academic enhancement.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, students will consistently receive instructional support or enhancement within an individualized group or setting for maximum delivery of personalized instruction. This will be evidenced by recorded data that shows ongoing tracking of student mastery, daily lesson plans, and the remediation schedules of additional support personnel.		Lisa Sirois	06/01/2023
<i>Actions</i>			1 of 3 (33%)		
	10/13/22	All teachers will meet with the administrative team to discuss each individual student they serve. We will review anecdotal notes, interventions, MTSS referrals, and remediation at the end of the first nine weeks. The team will identify students in need of remediation or enhancement based on teacher documentation.		Lisa Sirois	11/22/2022
<i>Notes:</i>					
	10/13/22	Teachers in grades 3 through 5 will identify students in subgroups with achievement gaps and address individual student needs through small group instruction, remediation staff, and tutoring provided through Cumberland County Schools. Using Title One funds, we will employ certified teachers who will target our subgroups in both reading and math.		Veronica Hargrove	06/01/2023

Notes:

6-6-22 Using student data from 21-22 school year, we formed classes for the 22-23 school. Using student data ensured the classes are equitable.

9-12-22 Using student data gathered during weekly PLC's, remediation schedules were created for our remediation teachers. Student groups will be revised every two weeks based on student progress.
(Remediation schedules submitted as evidence)

10/13/22

All teachers will create a student profile on every student to include academic and behavior data. This information will be used as a basis to meet the individual needs of every student.

Complete 10/03/2022

Veronica Hargrove

09/23/2023

Notes:

9/28/22 Teachers have completed the review of student cumulative folders.

	A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	Currently, our teachers use many forms of data collection with little consistency among grade levels. Student data is collected using paper/pencil format and electronically. The types of data collected are not streamlined and can't be used effectively to improve student academics. Common assessments are not being used by all teachers. Professional Learning communities are implemented across grade levels but teachers are not collaborating in a manner that leads to improved student academics.	Limited Development 10/13/2022		
	<i>How it will look when fully met:</i>	When this objective is fully met all teachers will collect student data using specific guidelines. Each grade level will collect data using paper/pencil or a Google form for data collection. Grade levels will use a standard template to collect and record student data based on common assessments. Student data collected will be streamlined for each grade level and will be based on student mastery of standards. Student data collection will be reviewed by instructional team twice per month. Professional learning communities (for each grade level) will meet weekly, using specific questions to guide the purpose and outcomes of each meeting. Every classroom teacher will be required to keep a data notebook for the 22-23 school year. We will streamline our data collection process and make data collection more uniform across grade levels.		Veronica Hargrove	06/01/2023
	<i>Actions</i>		0 of 6 (0%)		
	10/13/22	All teachers will send home weekly communication to parents concerning students' academic and behavioral strengths and weaknesses. This may be an electronic notification or hard copy.		Ann Crawford	10/22/2022

Notes: 9/29/22 During their PLC, Second grade teachers shared how they were communicating with parents each week to include weekly Accelerated Reader percentages. Parents are informed how their child is progressing and how they can support students at home.

9/8/22 Fourth grade teachers sent the first weekly comprehensive report home to parents. The report was sent through class Dojo and includes grades, Accelerated reader percentages, missing assignments and links to those assignments. The documents also includes links on resources parents can use at home to support students.

10/13/22 All teachers will complete professional learning community documentation prior to attending weekly PLC meetings. Student data will be discussed and compared on each grade level and teachers will share strategies that are producing high yield student outcomes.

Veronica Hargrove

10/31/2022

Notes:

10/17/22 The administrative team will inspect each classroom teacher's data notebook/spreadsheet monthly. We will examine data to ensure all students are receiving remediation services or enhancement as needed. During professional learning communities, the administrative team will use guiding questions concerning student data and each child's progression towards mastery of Standards.

Ann Crawford

05/19/2023

Notes:

10/13/22 Every classroom teacher will keep a data notebook for individual student data. Data will be collected using uniform collection sheets for each grade level. Student data will be collected for math and reading and teacher notebooks will be checked monthly by administrative team.

Lisa Sirois

06/01/2023

Notes:

10/13/22 Teachers in grades 2-5 will assist students in setting learning goals in reading and math that will help students improve incrementally. Teachers will provide behavior-specific praise and feedback to motivate students. We will target Accelerated Reader goals and math fact fluency. Students in specific subgroups will be offered support through our remediation team.

Lisa Sirois

06/01/2023

Notes:

10/13/22 Our Student Services Team will meet with each grade level to review MTSS guidelines. They will discuss student referrals and necessary documentation.

Monica Hall

06/01/2023

Notes: 10/11/22 Zahm, Hall and Locklear met with each grade level to discuss MTSS guidelines and state requirements. Teachers were given copies of the new forms required this year.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We practice distributive leadership but continue to seek opportunities that build teacher capacity. We encourage our teachers to take professional development but we are not providing ample opportunities for teacher leadership. Our professional development is a one-size fits all and is not individualized for teacher need. Grade levels work in isolation to improve student academics but could improve instructional practices by increasing vertical planning across grade levels.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		When fully met, all teachers will have the opportunity to participate in activities that foster professional growth that is unique to their needs. Our 2021-2022 Teacher Working Condition Survey indicates 65% of our staff feel they were not offered professional development tailored to specific needs. We will collect data through teacher surveys and the teacher evaluation rubric to determine professional development wants and needs. Through our professional learning communities, teachers will model best teaching practices for their colleagues. Teachers will consistently be afforded the opportunity to serve in leadership roles.		Ann Crawford	06/01/2023
Actions			1 of 6 (17%)		
	10/13/22	All certified and classified staff will participate in Darkness to Light Training. This training empowers adults and organizations to bring best-practices in child safety to their own schools and communities.	Complete 10/03/2022	Monica Hall	09/05/2022
		<i>Notes:</i> 8/29 All certified and classified staff attended 2.5 hours of training on detecting signs of child abuse.			

10/13/22	All certified classroom teachers will participate in a monthly LETRS professional learning community to discuss progression of studies and implementation of newly learned reading strategies. Certified teachers will work to complete Unit one by October 15, 2022. Teachers will be provided support during monthly LETRS PLC meetings.		Lisa Sirois	10/31/2022
<i>Notes:</i> 8-22-22 All certified classroom teachers started a 170 hour LETRS training. Teachers will complete virtual classes and independent studies.				
10/17/22	We will offer differentiated professional development to all teachers based on individual teacher need. This will be provided by our Literacy Coach, outside guests, and CCS professional development. Needs will be determined through teacher surveys and the teacher evaluation tool.		Lisa Sirois	04/14/2023
<i>Notes:</i>				
10/13/22	All certified staff will complete the book study "Teach Like a Champion" . This was originally started during the 2019-20 school year and was not completed due to the pandemic.		Lisa Sirois	05/24/2023
<i>Notes:</i>				
10/13/22	All teachers will participate in professional development on core social emotional practices. This will include how to implement the SEL Standards across all grade levels. This instruction of social and emotional skills will be provided to all students. Teachers will be given all materials and learning resources.		Veronica Hargrove	06/01/2023
<i>Notes:</i>				
10/13/22	Teachers will be given the opportunity to present researched-based teaching practices and strategies during monthly staff meetings.		Ann Crawford	06/01/2023
<i>Notes:</i> 9/29/22 Leah Skarie and Catherine Blackwell presented IEP best practices with entire staff. The presentation was comprehensive and teachers were given resources and offered support dealing with student individual education plans.				