

## Comprehensive Progress Report

**Mission:** Our school and community will promote lifelong learners through accountability, mutual respect, and good character which will create a positive, safe, nurturing, and highly effective learning environment.

**Vision:** We're Better Together; Finish Strong!

**Goals:**

Sunnyside will increase 3-5 proficiency in reading, math, and science, based on final EOG scores by achieving 55% overall proficiency. (A 2.04) B (3.03)

We will build strong home-school connections by providing ways for parents to support their child's education by hosting at least 4 parent learning opportunities. (E 1.06)

Our school will implement a structured PBIS system of SEL and behavior management techniques reducing the number of recordable offenses allowing students to self-regulate and become responsible for their decision-making. 2021-2022 discipline data was not consistent with the number of reported incidents. Based on this information we will begin collecting baseline discipline data during this current school year. (A 1.07) (A 4.06)

Achievement of African American students will increase from 24.9% proficient to 50% proficient by the end of the 2022-2023 school year.

Achievement of students with disabilities will increase from 12.20% proficient to 25% proficient by the end of the 2022-2023 school year.



! = 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	
<i>Initial Assessment:</i>		SSES currently has a limited implementation of a PBIS program. A PBIS coach has been named who has previously attended PBIS training provided by CCS. Class dojo was used previously, but the implementation of rewards based on dojo points was inconsistent. No behavior data tracking system has been used.	Limited Development 09/13/2022			

<b>How it will look when fully met:</b>	Full implementation of this goal will be evidenced by a decrease in behavior incidents that interrupt learning time. No data tracking tool was used in previous years, so as of 9/13/2022, this goal is based on input from teachers and other staff based on observations. Following the first quarter, the SIT will review ABE data to determine a baseline and determine a specific goal for a decrease in classroom actions and office referrals.		Vicky Cashwell	06/15/2023
<b>Actions</b>		<b>1 of 8 (12%)</b>		
9/21/22	The PBIS coach will host a school-wide professional development explaining the PBIS process and procedures. The PBIS coach and assistant will also ensure that all teachers are in Class Dojo and understand how to reward Dojo points for positive behavior incentives.	Complete 08/18/2022	Vicky Cashwell	08/18/2022
<i>Notes:</i> 08-19-22- This action is marked complete and was conducted the first week of the 22-23 school year.				
9/13/22	The Exceptional Environment correlate will meet monthly to review behavior data and the implementation of other actions under this indicator. Results will be reported to the SIT monthly for further planning and improvement.		Vicky Cashwell	12/20/2022
<i>Notes:</i>				
9/13/22	Each classroom will establish a calm down corner for students to use for self regulation.		Brandan Barabino	12/20/2022
<i>Notes:</i> All materials will be supplied to teachers. Teachers will create the space in the classroom and explicitly teach students the appropriate use of the corner to include self-regulation strategies.				
9/20/22	Teachers will explicitly teach the appropriate use of the calm down corner to include self selection of going to the corner as a preventative measure, use of the tools inside the calm down corner, and how to appropriately return to the main learning environment.		Brandan Barabino	03/10/2023
<i>Notes:</i> Students should be able to explain the appropriate use of the calm down corner independently when this action has been accomplished.				
9/13/22	All teachers will consistently use Class Dojo to encourage positive behavior through the use of giving positive dojo points.		Michelle McPhail	06/15/2023
<i>Notes:</i> The Exceptional Environments correlate team should review dojo reports at their monthly meetings to ensure all teachers are using this program and giving points consistently. A member of this correlate will report to the SIT monthly. Any teachers not using the program				

	consistently will be addressed and coached by the PBIS coach and/or admin.			
9/13/22	The PBIS cart will visit each classroom weekly on Fridays to reward students for positive behavior.		Brandan Barabino	06/15/2023
	<i>Notes:</i> The PBIS cart will establish consistent, weekly classroom visits to reward students for positive behavior in a timely manner by the end of the first quarter. This will be established by October 14, 2022 but will continue to the end of the school year.			
9/13/22	Teachers will use ABE to record behavior data on a consistent basis.		Katelyn Lovette	06/15/2023
	<i>Notes:</i> Mrs. Lovette will provide staff training on the use of ABE. Teachers will then consistently use this program to record classroom actions and office referrals. The Exceptional Environment correlate will review this data monthly to look for trends regarding location, time, etc. of incidents. This information will be reported monthly to the SIT for further plans to be made to improve behavior.			
9/13/22	An Exceptional Environment correlate will be created to plan and monitor the implementation of a quality PBIS program.		Anita McLaughlin	06/15/2023
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Grade levels meet once a week after school for an hour and a half to discuss standards and to help with content planning to ensure each grade level is teaching according to the CCS pacing guide.</p> <p>Each grade level also meets once a week during double resource time with the instructional coach in order to unpack standards and assist with lesson planning.</p> <p>The county adopted Envisions curriculum continues to be used for math in grades K-5. The county recently adopted the Wonders Curriculum for ELA to be used for all K-5 teachers.</p>	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		Lessons will consistently be aligned to NCSCOS standards. This will be evidenced by weekly lesson plan reviews, formal and informal		Rena Morales	05/26/2023

	observations of instruction, and increased student test scores (Amplify, EOG, etc.).			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/10/22	Disaggregated data regarding African American students and students with disabilities will be reviewed in PLC meetings following each MasteryConnect assessment to allow for planning of targeted small group instruction.		Renae Morales	06/10/2023
<i>Notes:</i>				
9/13/22	Grade levels will meet once per week for 80 minutes with the instructional coach for PLCs.		Renae Morales	06/15/2023
<i>Notes:</i> This time will be used to review data and create lesson plans.				
9/13/22	Grade levels will meet after school for shared planning once per week from 2:45 to 4:30.		Renae Morales	06/15/2023
<i>Notes:</i> This time will be used to create standards aligned lessons using the county adopted curriculum materials and pacing guides. ILT members will attend these planning sessions as often as possible.				
9/13/22	All teachers will use the county provided curriculum materials (Wonders, Envisions) and will follow the county pacing guide when planning lessons.		Renae Morales	06/15/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The staff has been introduced to the MTSS model. Basic implementation has begun to include basic knowledge of vocabulary and structure. The school counselor held an MTSS professional development with all staff during the first week of workdays of the 22-23 school year.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Teachers will consistently follow the MTSS model of three tiered instruction in all subject areas. This will be evidenced in whole group,		Brandan Barabino	05/24/2024

		<p>small group, and intervention lesson plans and observations of this style of instruction.</p> <p>This will also be evident upon students working their way through the Tiers of the MTSS process and those in need being referred to the Student Services Team.</p>			
<b>Actions</b>			<b>1 of 3 (33%)</b>		
9/20/22	An MTSS team will be created - Successful Students Correlate.		Complete 09/10/2022	Anita McLaughlin	10/14/2022
<i>Notes:</i>					
9/20/22	A data wall to include up to date reading and math data will be created in the IC's office to provide a visual and basis of discussing student's movement through the tiers at weekly PLC meetings.			Renae Morales	06/15/2023
<i>Notes:</i>					
9/20/22	Teachers will meet with the counselor individually once per month to discuss current student data to track students through tiers in reading and math.			Brandan Barabino	06/23/2023
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers are generally aware of students' emotions but do not regularly explicitly teach emotional regulation or provide support and interventions with consistency.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		<p>Full implementation of this goal will be evidenced by a decrease in behavior referrals that result in loss of instructional time as well as an observed increase in student use of self-regulation activities (selecting the calm down corner, etc.).</p> <p>We will also see an increase in students receiving incentives regularly with the PBIS cart and documentation within Class Dojo and ABE.</p>		<b>Brandan Barabino</b>	<b>05/24/2024</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
9/20/22	All teachers will create a calm down corner in his/her classroom.		Complete 10/06/2022	Brandan Barabino	12/20/2022
<i>Notes:</i>					

9/20/22	Teachers will explicitly teach the appropriate use of the calm down corner.		Brandan Barabino	03/10/2023	
<i>Notes:</i>					
9/20/22	Teachers will utilize ABE intervention modules for students who require additional support as evidenced by ABE data.		Katelyn Lovette	06/15/2023	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers fill out forms at the end of the year regarding student demographics and academic ability to be used when creating classes for the next grade level. Data folders are used and moved to the next grade level for continuation of current interventions across academic years as necessary.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by collaboration amongst grade levels to provide support as students transition from one grade to the next.		Katelyn Lovette	06/15/2025
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/20/22	Data folders will be utilized for all Tier 2 and Tier 3 students.		Brandan Barabino	03/10/2025	
<i>Notes:</i>					
9/20/22	Grade levels will meet for vertical planning sessions twice per year.		Renae Morales	06/15/2025	
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The LEA has an LEA support and improvement team. The team offers professional development, a folder that houses resources for our SIP, work sessions and one on one sessions as needed for school leaders to ensure current aligned and SMART goals and plans.	Limited Development 09/15/2022		

<b>How it will look when fully met:</b>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		<b>Kim Robertson</b>	<b>06/10/2023</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/6/22	Central services reviewers/coaches of low performing schools will visit assigned schools in person no less than once a month. During the visit the central service reviewer/coach and principal will discuss appropriate data to include, but not limited to Mclass, benchmarks, EOC, MasteryConnect results, EVAAS, discipline, attendance, observation processes, teacher		Kim Robertson	06/10/2023
<i>Notes:</i>					
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Meets of admin and the ILT have been inconsistent in previous years. Meetings were held, but not documented. However, under new administration meetings are held weekly with agendas and minutes.	Limited Development 09/14/2022		
<b>How it will look when fully met:</b>		Full implementation of this goal will be evidenced by recorded meetings in Indistar on a regular basis at least twice per month. Administration along with the Instructional Leadership Team will meet and discuss their findings on a regular basis and provide regular feedback as needed		<b>Anita McLaughlin</b>	<b>05/24/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/20/22	The ILT team will meet weekly each Friday with agenda items based on support for our teachers and students. Meetings will include but not be limited to, classroom walkthrough data, observational data, MTSS reviews, attendance reviews using county data resources.		Anita McLaughlin	06/15/2023

Notes:

9/20/22 SIT will meet monthly to ensure the work of our correlate teams, leadership teams, and PLC's are continually progress monitoring.

Wilma Hillman-Ford

10/14/2023

Notes:

**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
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<i>Initial Assessment:</i>	Teachers previously met twice per week with the IC for 40 minute sessions to plan and review data. Currently, teachers meet once a week with the Instructional Coach for 80 minutes during double resource time. They also meet with their grade levels once a week after school for 90 minutes.		Limited Development 09/20/2022		
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<i>How it will look when fully met:</i>	Full implementation of this goal will be evidenced by clear, consistent planning times for grade levels as well as correlate teams with an agenda and recorded minutes. Teachers will also have meeting minutes from their PLC time with the instructional coach as well as minutes from their grade level meetings which must be submitted via google drive.			Anita McLaughlin	05/24/2024
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**Actions** 0 of 4 (0%)

9/20/22 Correlate teams will meet monthly to discuss progress toward assigned SIT goals and create plans for future improvements.

Anita McLaughlin

05/26/2024

Notes:

9/20/22 All grade level and correlate team meetings with create an agenda prior to scheduled meetings and submit minutes following scheduled meetings to the appropriate folder in the school google drive.

Katelyn Lovette

05/26/2024

Notes:

9/20/22 Teachers will meet after school once per week for 1.5 hours of shared planning time.

Renae Morales

06/15/2024

Notes:

9/20/22 Correlate teams aligned with the school improvement plan and district strategic plan will be created.

Anita McLaughlin

10/14/2024

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
<i>Initial Assessment:</i>		Reports from teachers and other staff regarding previous years state that observation and feedback regarding classroom instruction has been limited to formal observations and were minimal. Currently the instructional leadership team has been performing walk-throughs with immediate feedback to teachers.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		The principal will observe and provide feedback to teachers regarding classroom instruction on a consistent basis. This will be evidenced by completed iRound forms and post conferences after formal observations.		Anita McLaughlin	05/26/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/14/22	The administrative team will create a monthly observation schedule to ensure all grade levels are observed and feedback is provided on a regular basis.		Anita McLaughlin	12/21/2022
		<i>Notes:</i> 08-18-22- This schedule will ensure that either the principal or assistant principal observes and provides feedback to teachers in all grade levels on a regular, consistent basis.			
	9/14/22	The ILT team (principal, assistant principal, and instructional coach) will meet each Friday to discuss instructional observations from the week, review iRound observations, and create plans for instructional coaching as needed.		Anita McLaughlin	06/15/2023
		<i>Notes:</i>			
	9/14/22	The Instructional Leadership Team will attend after school planning sessions and will provide feedback on submitted lesson plans regarding standard alignment, pacing, rigor, etc.		Anita McLaughlin	06/15/2023
		<i>Notes:</i> Lesson plans are to be submitted to the shared drive weekly by Wednesday at 5 pm. The ILT will be an active part of the planning sessions in which these lesson plans are created as often as possible and will provide written feedback using the "comments" tool.			

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
		<i>Initial Assessment:</i>	Data is reviewed at the school and classroom level at PLC meetings but has not been used for major SIP and professional development planning purposes.	Limited Development 09/20/2022		
		<i>How it will look when fully met:</i>	Specific data points will be included on the SIT agenda monthly for discussion and the creation of future plans. Additionally, administrators and the ILT will use data to create an annual professional development plan. Teachers will also have data digs/conversations during weekly PLC's with the Instructional Coach.		Wilma Hillman-Ford	05/24/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/20/22		Specific data sources (EOG, Mastery Connect, ABE, Amplify, etc.) that correlates with appropriate indicators will be included on the SIT agenda monthly.		Katelyn Lovette	06/10/2023
		<i>Notes:</i>				
	9/20/22		At the end of the 22-23 school year, the ILT will meet to discuss all sources of data and will use this to create the professional development plan for the 23-24 school year.		Anita McLaughlin	07/31/2023
		<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
	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
		<i>Initial Assessment:</i>	SSES uses the NCEES system and NC Standards for evaluating teachers. Sources such as the CCS job fair and transfer list have been used in previous years to recruit staff.	Limited Development 09/20/2022		
		<i>How it will look when fully met:</i>	Full implementation of this goal will be evidenced by an attrition rate of 20% or less, compliance with state requirements regarding the evaluation of teachers, and the use of increased sources for the recruitment of new staff.		Anita McLaughlin	05/23/2025

<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/20/22	The administrative team will create a schedule to ensure all staff receive the required number of NCEES observations.		Katelyn Lovette	12/20/2022
<i>Notes:</i>				
9/20/22	The administrative team will make use of the PASE school transfer list week to recruit quality teachers from within CCS.		Anita McLaughlin	04/15/2023
<i>Notes:</i>				
10/6/22	SSES administration will have monthly staff "shout outs" at our staff meeting to share positive influences of each staff member. We will also have the "Woot Woot" wagon go around to provide positive incentives for staff.		Anita McLaughlin	06/15/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		SSES uses Class Dojo for parent communication. Parent events have been held in previous years, but low attendance has been reported. No PTA/PTO exists at this time. Parent teacher conferences are held twice per year.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		Full implementation of this goal will be evidenced by 100% use of Class Dojo by teachers and at least 90% use by families. Increased attendance at parent events and the creation of a PTA/PTO will also serve as evidence of meeting this goal.		Katelyn Lovette	06/15/2023
<b>Actions</b>		<b>1 of 3 (33%)</b>			
9/20/22	A committed community correlate will be created.	Complete 09/01/2022	Katelyn Lovette	10/14/2022	
<i>Notes:</i>					
9/20/22	A minimum of one family engagement activity will be scheduled per month.		Katelyn Lovette	03/10/2024	
<i>Notes:</i>					

9/20/22

Class dojo connection data will be reviewed at the committed community correlate meetings monthly.

Katelyn Lovette

03/10/2024

*Notes:*