

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 2023-2024 school year as measured by the end of grade test scores.

75% of our third, fourth, and fifth grade students will show proficiency on the Reading and Math End-of-Grade assessments by May of 2024.

80% of our kindergarten, first and second grade students will have a proficient composite score in Mclass by May of 2024.



! = 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:	<p>This indicator was assessed several years ago, however, current data suggests this indicator needs to be revisited as a priority. Previously, we have effectively managed discipline with age and grade level guidelines; however, this school year, 2022-23, we have had a increase in student discipline across grade levels. We implemented Positive Behavioral Interventions and Support (PBIS) four yars ago. As a staff, we feel the PBIS behavior system will enlarge our capacity to create a safe and productive learning environment where teachers can teach and all students can learn. We will use evidence-based practices to increase student learning and decrease classroom disruptions. The program will be evaluated using ABE to determine effectiveness.</p>	Limited Development 08/01/2023		
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<p>How it will look when fully met:</p>	<p>When fully met, ALL teachers will establish and enforce rules and procedures through instruction, and consistent reinforcement. Teachers will consistently use positive reinforcement to maintain effective classroom management. ALL teachers will address the social and emotional needs of each student and regularly teach lessons that address these needs. Schoolwide behavior expectations will be taught and reinforced through the use of the PBIS matrix. Students will be taught schoolwide behavioral expectations, how they will be acknowledged for appropriate behaviors, and specific consequences for unwanted behavior. Classroom processes and procedures will be embedded into daily instruction. Teachers will participate in professional development concentrating on building relationships, problem solving, and communicating effectively. These skills will be used to reinforce the social and emotional growth of students. In order to measure the implementation of this indicator, we will review (monthly) ABE behavioral data to determine students and types of unwanted behavior reported. We will evaluate MTSS data and the number of behavioral referrals submitted. The administrative team will conduct classroom observations using schedules to ensure all teachers are visited. We will review data collected from our PBIS team to include teacher anecdotal notes, PLC documentation concerning severe student behavior. We will review MTSS documentation on strategies and interventions used with students displaying disruptive behaviors. We will track the number of monthly behavior referrals (by staff) to the PBIS team, MTSS team and those logged in the ABE system and compare to previous years.</p>		<p>Monica Hall</p>	<p>05/24/2024</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
	<p>8/7/23 During the first four weeks of school, All classroom teachers will teach the PBIS student behavior matrix relative to their grade level. Teachers will model and give detailed examples of the meaning of each letter in the acronym "ROCK". After explicit teaching, students will be expected to follow the behavior matrix and state the expected behavior in various locations throughout the building.</p>	<p>Complete 10/31/2023</p>	<p>Jennifer Novak</p>	<p>09/29/2023</p>

Notes: 8/30/23 All classroom teachers taught the PBIS matrix during the first week of school and will continue modeling these expectations for students. (matrix uploaded as evidence) teacher lesson plan also included.

9/27/23 Lesson plans and classroom observations used as evidence that teachers have taught the PBIS matrix and students understand school-wide expectations.

9/7/23 All grade levels will reinforce positive student behavior using student incentives. Each grade level will determine prize list based on number of "ROCKed-it" tickets earned.

Complete 11/01/2023

Jennifer Novak

10/31/2023

Notes: 9/1/23 Student incentives ordered for each grade level. ESSR and Title one funds used for this expense. (invoices uploaded as evidence)

10/30/23 Ordered PBIS prizes for student incentives

11/6/23 We will continue to use student incentives to manage student behavior.

8/1/23 Staff will participate in professional development 4 times this year focused on building relationships, communicating effectively, and managing emotions through problem solving provided by LSDS. The administrative team will look for implementation of learned strategies during walk-thrus and during observations.

Jennifer Novak

05/24/2024

Notes: 8/14/23 All certified and classified staff participated in a four hour professional development on team building and problem solving provided by LSDS.

9/11/23 LSDS presenter attended our September School Improvement team meeting as an observer. He will use observation to form Agenda for meeting with grade level leaders in October.

10/20/23 Grade level chairs, SST and administration participated in staff development. The participants will take the information back to grade level and share with team. The PD concentration for conflict resolution.

11/3/23 LSDS company member visited grade level planning for observation and suggestions.

11/6/23 The PBIS team meets monthly with teachers who refer students for interventions. The team discusses and develops evidence-based strategies to assist the teacher and student so both can be successful.

Jennifer Novak

05/24/2024

Notes:

11/6/23	Students from fourth and fifth grade (20 total) will participate in a mentoring program through Southview High School. Students will meet with mentors twice per month. Students will build relationships and maintain healthy and rewarding connections with individuals and groups.		Monica Hall	05/24/2024
<i>Notes:</i> 10/26/23 Students met with the Southview mentors for the first time. Students were given expectations and learning goals for participation.				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional teams, representing each grade level, regularly meet to discuss student data and aligned instruction. Only a small percent of our teachers are actually "doing the work" during our current professional learning communities. Grade level chairs take the lead during these meetings and some of our teachers contribute very little to the discussions. Teams complete notes that are reviewed by the administrative team as evidence of each meeting. Teachers discuss common assessments and discuss student data. Instructional teams do not consistently discuss specific students, for example: "which students did well on a Standard and which students struggled". Teams are conducting school business rather than discussing the effectiveness of their teaching.	Limited Development 08/07/2023		

<p>How it will look when fully met:</p>	<p>When fully met, ALL teachers will participate equally during professional learning communities. Each week, instructional teams will utilize an agenda for meetings to ensure high time on task. Teachers will come to each meeting prepared to discuss student data by identifying which students did well on an assessment, identifying which students did poorly on an assessment and determine what the teacher can do differently to help all students find success. All teachers will join in the collegial interaction to help hone their teaching skills, get support when needed, and learn best teaching practices from each other. Teachers will meet a minimum of forty-five minutes every two weeks and once per month for an uninterrupted, four hour time frame. The administrative team will look for implementation of Standard Aligned Instruction (our school focus) by attending grade level meetings and reviewing instructional materials teachers are using. The administrative team will offer teacher support through coaching cycles provided by instructional coach and teacher leaders.</p> <p>In order to determine if objective is met, a member of the administrative team will attend each professional learning community meeting using a rotating schedule. Team agendas will be used as evidence of weekly meetings. Individual student data will be reviewed to ensure students are moving towards mastery of the Standards taught. (Documentation of student data used as evidence) Teachers on each team will take turns leading the professional learning community to ensure equitable participation. (Agenda will be used as evidence)</p>		<p>Veronica Hargrove</p>	<p>06/10/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/10/23</p>	<p>Each grade level team will provide evidence from professional learning community meetings by using an agenda, documented student data, and copies of lesson plans. The administrative team will review these documents and give feedback.</p>		<p>Lisa Sirois</p>	<p>11/10/2023</p>

Notes: 9/23/23 Data boards were formed for grades 1-5. Students are grouped according to latest data information. The boards are located in the conference room.
 10/10/23 Administrative team attends PLC meetings every two weeks to review and discuss student progress.
 10/30/23 Data boards updated this week using first nine week benchmarks for grades 3-5 and progress monitoring data for grades 1-2.

9/7/23 Teachers will review student remediation schedules monthly during professional learning communities. Using student data, they will determine which students need "extra" help on specific Standards. These monthly reviews will ensure all students are being offered needed help.

Lisa Sirois

12/14/2023

Notes: 9/5/23 Remediation teachers started work today. Teachers worked on forming groups of students in need of small group or one-on-one instruction. They also worked on individual teacher schedules to ensure all grade levels are supported. (teacher remediation schedule uploaded as evidence)
 10/25/23 Grade level teams met this week to review and update remediation student lists based on first nine weeks benchmark scores.
 11/6/23 Grade level teams met this week to review and update remediation schedules.

11/6/23 Teachers and administration meet with the remediation teachers to ensure student progress is being made. Progress is determined by K-2 review of prescription pads, and 3-5 common classroom assessments of Standards.

Lisa Sirois

12/14/2023

Notes:

	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:			Teachers currently meet weekly during grade level professional communities to plan instruction based on the pacing guide and Standards. Teachers on each grade divide the subjects and each plan lessons to share among each other. Each teacher becomes an "expert" on the subject they plan. Each individual teacher plans his or her small group literacy based on student need. Teachers are responsible for studying the lesson plans before teaching and making adjustments based the individual needs of students. This practice has weakened lesson delivery. The sharing of lesson plans among grade levels has also diminished our teachers comprehensive understanding of the Standards.	Limited Development 08/17/2023		
How it will look when fully met:			When fully met, all teachers will collaborate and plan units of instruction. Grade level teams, working together, will plan lessons aligned to the Standards. All teachers will gain an understanding of the sequence and scope of each Standard taught. During weekly grade level professional learning communities, Standards will be discussed in detail, assessments will be aligned, resources will be reviewed, and teachers will consult the NC Unpacking Documents while planning. Members of the administrative team will attend weekly grade level PLC's using a rotating schedule.		Lisa Sirois	05/24/2024
Actions				1 of 5 (20%)		
	8/17/23	All certified classroom teachers will attend professional development on best literacy practices. Teachers will learn teaching strategies to help increase student reading proficiency.		Complete 09/29/2023	Lisa Sirois	10/01/2023
Notes: 8/16-18/23 During the workdays, our instructional coach,Lisa Sirois, introduced the CCS LessonStudy Protocol. (define, explore,build, and evaluate. 8/22-23/23 Lisa Sirois, literacy coach, intriduced the CCS Professional Learning Community model. Teachers will implement the the plan, do, study, and act framework.						

9/3/23	During weekly grade level meetings, teams will identify the essential skills students need to learn from each Standard taught. Teachers will model lessons for team, review needed resources, and determine types of assessments. Teachers will gain a deeper understanding of the Standards, how to best teach the Standards, and understand what students need to learn at the end of the lesson.		Jennifer Novak	11/14/2023
<p><i>Notes:</i> 9/23/23 Grade levels are meeting weekly to plan aligned instruction. Our instructional coach is working with individual grade levels to improve effectiveness of weekly planning. Our instructional coach is modeling and coaching weekly to ensure each team is adhering to the agenda and staying on track.</p> <p>10/30/23 Grade levels have improved collaboration during grade level PLC's. Our instructional coach continues to help several grade levels. The administrative attends all PLC and gives immediate feedback. Teachers are planning using vetted, aligned resources.</p>				
10/18/23	All certified classroom teachers will attend professional development on incorporating the five domains of literacy into daily instruction. Teachers will learn teaching strategies to help increase student reading proficiency.		Lisa Sirois	12/12/2023
<p><i>Notes:</i> 10/16/23 Literacy Coach met with grade levels to review Literacy lessons and powerpoints used. Discussed the five domains of literacy and gave suggestions for vocabulary instruction.</p>				
11/6/23	Teachers will be given the opportunity to observe peers who demonstrate effective classroom management and the use of effective academic strategies.		Lisa Sirois	12/14/2023
<p><i>Notes:</i> 11/6/23 Self-contained teacher went to CCS school to observe a master teacher with similar students. Our teacher took detailed notes on observation and noted strategies to use with her students.</p>				
11/6/23	Administrative team will meet with fifth grade team to review and discuss science lesson plans and activities. Due to extremely low benchmarks scores compared to our county, we need to ensure lessons are aligned to the Standards and all student activities are rigorous and relevant.		Veronica Hargrove	12/14/2023
<p><i>Notes:</i> 11/6/23 Met with fifth grade team to discuss science benchmark scores and Standards aligned science instruction.</p>				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Student support services

	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Currently, our teachers provide limited instruction to students when teaching schedules, discipline expectations, and classroom routines. This mainly takes place during the first week of school. Many of our teachers assume students understand and know school rules and expectations. Our PBIS discipline matrix is displayed but is not consistently enforced. Student work is sometimes displayed but this practice is not the norm throughout the building. Friendly student competition is scarce on most grade levels and non-existent among other grade levels.</p>	Limited Development 08/17/2023			
<i>How it will look when fully met:</i>	<p>When fully met, ALL teachers will intentionally teach social and emotional competency building skills to every student. This will enhance our school culture and help students build self-worth, respect, and responsibility. Teachers will intentionally teach school-wide expectations and norms. Teachers will model rules and expectations to ensure students have a clear picture of what they are supposed to do and how they are supposed to act. ALL teachers will display student work in classrooms and hallways to showcase student achievement and effort. Classroom competitions and grade level competitions will be used to motivate and engage students. School routines taught an enforced by ALL teachers. Students will be rewarded for academic excellence and appropriate social interaction.</p>		Monica Hall	05/24/2024	
Actions		1 of 6 (17%)			
11/6/23	To increase student reading and the number of books read per grade level, grade levels will compete for the most student books read each nine weeks. The winning classes will receive an award.		Lisa Sirois	05/10/2023	

	<i>Notes:</i>			
9/8/23	The administrative team will meet with every third, fourth, and fifth grade class to review school-wide expectations. Grade levels will meet in the cafeteria to review highlights from the CCS Code of Conduct.	Complete 10/24/2023	Lisa Sirois	09/29/2023
	<i>Notes:</i> 10/2/23 Met with all fifth/fourth grade students to review CCS Code of Conduct and grade level expectations.			
8/23/23	All classroom teachers will teach Social Emotional learning activities daily. Teachers will use the CCS resource, Social/Emotional Learning 5 minute Activities. This practice will give students repeated experiences across all five social emotional learning competencies.		Lisa Sirois	12/14/2023
	<i>Notes:</i> 9/23 Teachers are teaching SEL lessons using the count resources. These activities are included in weekly plans. Our guidance counselors offer SEL lessons as well. They also work with small groups of students concentrating on SEL strategies.			
9/7/23	Each grade level team will display student work inside the classroom and outside the classroom to recognize student success. Student work will be changed twice per month.		Veronica Hargrove	12/14/2023
	<i>Notes:</i> 9/23 Each classroom has displays throughout halls and in classrooms. Grade level chairs are responsible for ensuring these items are changed regularly. 10/30/23 First grade teachers ordered specific academic and SEL awards for students. These awards will be given out during awards programs. 10/31/23 Awards programs for all grade levels held this week.			
11/6/23	Exceptional teachers will incorporate The Zones of Regulation into daily social emotional learning instruction, building common verbiage for students.		Leah Skarie	05/24/2024
	<i>Notes:</i> 8/15/2023 Exceptional teachers attend training for The Zones of Regulation, social emotional learning for students. Title one funds used this professional development.			
10/30/23	Our guidance department will choose our K-kids (Kiwans) from grades three through fifth. These students will learn civic responsibilities through community outreach. Students will meet monthly to complete community/school projects.		Sarah Zahm/Tonya Locklear/Monica Hall	06/07/2024

Notes: 10/27/23 Kiwanis induction held today, students participated in ceremony with community leaders to include the mayor of Hope Mills, Jackie Warner. Parents were invited as well as Hope Mills community leaders.

11/2/23 Kiwanis students met to discuss upcoming projects to include food drive and giving items to a local nursing home.