Comprehensive Progress Report

Mission: Stoney Creek School's mission is to be a safe and nurturing learning community that does "Whatever it takes" to create productive and responsible citizens.

Vision:

Goals:

Stoney Creeks school's Performance Grade goal will grow from 50 to 55, which is a grade C.

! = 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:			PBIS will be used school-wide to create a positive climate for behavior management in order to meet behavior expectations. Monday meetings will be held along with, student incentives, PAWS, and Professional Development on how to implement PBIS.	Limited Development 09/27/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			The students will know and follow rules of behavior. Expectations will be clear and consistent. We will use information from incident reports, and names of students who participated in PBIS Celebrations.	**Objective Met 10/21/19**	**Beth deAristizabal**	**06/09/2019**
Actions						
	9/20/19		A school-wide PBIS (Positive Behavioral and Interventions Support) plan has been implemented to include a PBIS matrix with expectations for each area of the school	Complete 06/10/2019	Staff and Students	06/09/2019
	Notes:					
	9/20/19		Panther Pals will participate in buddy building activities with their assigned Pal.	Complete 06/10/2019	Staff and Students	06/09/2019
	Notes:					

9/20/19	The PBIS team will analyze the discipline data collected at the end of each month for trends, locations and frequency of discipline incidents.	Complete 06/10/2019	PBIS Team	06/10/2019
Notes:				
9/20/19	P.A.W.S. (Practice respect, Accept responsibility, Work together, Stay Safe) will the school's PBIS defining components to identify school wide expectations.	Complete 06/10/2019	Staff and Students	06/10/2019
Notes:				
9/20/19	P.A.W.S. will be referenced in every discipline related incident to provide consistency with school wide expectations	Complete 06/09/2019	Staff	06/10/2019
Notes:				
Implementation:		10/21/2019		
Evidence	10/21/2019 PAWS, buddy logs and schedules, PBIS expectations, student behavior, MTSS reports of student behavior and incident reports will all serve as evidence of this objective.			
Experience	10/21/2019 PBIS practices have been implemented and positively affect behavior at Stoney Creek. Teachers and students can reference PAWS when redirecting student behavior. Classroom and school expectations are clear utilizing matrixes.			
Sustainability	10/21/2019 PAWS, buddy partners and mentors, MTSS behavior reports, and PBIS matrixes will continue to be utilized to promote positive behavior at Stoney Creek. All new teachers and staff will need PBIS training.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	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 meet in PLCs to discuss class instruction and data using Istation and development of lessons and common assessments.	Limited Development 10/17/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Teachers will utilize common planning, collaboration, district resources, and PLCs to create rigorous instructional units based on district pacing guides. Teachers will examine standards and content to be taught. Utilizing this information and district pacing guides, teachers will devise more detailed scope and sequence of content to deliver standards based instruction. Units will include development of common assessments and rigor.Created units will be evidenced in lesson planning.		**Michelle Whitfield**	**05/28/2021**
Actions				4 of 7 (57%)		
		10/17/17	The instructional coach meets with teachers as a grade level during planning time to assist with creating lessons that are differentiated, rigorous, and aligned to standards.	Complete 06/10/2019	Michelle Whitfield	06/09/2019
		Notes:				
		10/17/17	The instructional coach will conduct mini professional development sessions, during grade level planning sessions. This will be based on walkthrough data, teacher observations, and individual teacher request.	Complete 06/10/2019	Michelle Whitfield	06/09/2019
		Notes:				
		10/17/17	The instructional coach provides resources for teachers based on walkthrough data, common assessments, and teacher requests for specific support. Resources include writing and incorporating lessons through digital learning.	Complete 06/10/2019	Michelle Whitfield	06/09/2019
		Notes:				
		10/17/17	The instructional coach will conduct model lessons, co-teach, and provide targeted professional development sessions to meet teachers' instructional needs.	Complete 06/10/2019	Michelle Whitfield	06/09/2019
		Notes:				

9/19/19	All teachers will facilitate guided reading groups during the literacy block of instruction, based on the individual needs of the students identified through state tests, district benchmarks, including Istation, common assessments, and teacher observations.		Michelle Whitfield	05/28/2021
Notes:				
10/21/19	Grade level planning and PLCs will enable teachers to collaborate, share resources, examine and create curriculum units appropriate which meet student needs.		Michelle Whitfield	05/28/2021
Notes:				
10/21/19	Teachers will break apart and analyze standards in PLCs with instructional coach guidance. Standards aligned performance based objectives will be devised to accompany lesson plans.		Michelle Whitfield	05/28/2021
Notes:				
Implementation:		09/19/2019		
Evidence	6/26/2019 PLC meetings were held and documented.			
Experience	6/26/2019 Weekly PLC meetings.			
Sustainability	6/26/2019 PLC meetings were held weekly with all teachers with the Curriculum Coach.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Data analysis and instructional planning**			
A3.08	**Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers will use Istation to assess students in reading and math. Teachers are receiving professional development and instructional coach support to learn to utlize the program, find evidence of student learning gaps, and provide interventions to strengthen student abilities.	Limited Development 10/11/2019		
How it will look when fully met:	Istation assessments will be given to students daily based on their tier level. Student data will be analyzed regularly to locate learning trends and needs. Responding to student data analysis will lead to tiered instruction. Each tier will have specific lessons designed for student learning. Monthly learning assessments and progress monitoring will take place. Teachers will utilize IStation data and interventions in small group instruction as well as during remediation. Students will receive online individual instruction based on allotted times: Tier 3 - 90 minutes, Tier 2- 60 minutes and Tier 1 - 30 minutes per week. Data from these assessments will show student growth in reading and math.		**Michelle Whitfield**	**05/28/2021**
Actions		**0 of 4 (0%)**		
10/11/19	Teachers will receive Istation professional development provided by the school and district throughout the year.		Michelle Whitfield	05/28/2021
Notes:				
10/21/19	Teachers will ensure students receive online instruction based on Istation assessment results. Students will be placed in interactive online instruction. Tier 2 and Tier 3 students are routed through reteach lessons, and teachers are given instant reports to monitor student progress.		Terri Gullick and Michelle Whitfield	05/28/2021
Notes:				
10/21/19	Priority reports provide teachers specific skills-based, small group lessons and targeted intervention to be utilized in remediation and instruction.		Michelle Whitfield	05/28/2021
Notes:				
10/21/19	Weekly reports showing student progress by tiers, time in intervention, and progress within the program. Student data will be discussed weekly during PLC meetings.		Michelle Whitfield	05/28/2021

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:	The MTSS (Multi-Tiered System of Support) team meets once a month with SIT members and coordinates with the instructional coach to assist teachers with creating and implementing interventions using the MTSS Intervention Plan. The MTSS team helps the teacher monitor student interventions and make modifications as needed. Data from Istation will be used to monitor student achievement.	Limited Development 10/17/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Teachers will deliver evidence-based instruction aligned with the individual student's needs regardless of their academic level. Teachers will continuously provide students with effective instruction across all tiers. Teachers will use all learning and behavior data to meet students needs.		**Terri Gullick**	**05/28/2021**
Actions		**2 of 4 (50%)**		
9/20/19	Students who are reading below grade level in grades second through fifth are placed in one of three research-based reading programs, Istation, Corrective Reading, Hillrap, or Levelled Literacy Intervention. Students participate in one of these programs everyday for 30 to 40 minutes. We will implement the Phonemic Awareness Intervention program -Haggerity: Briding the Gap for struggling readers.	Complete 06/10/2019	Calla Wilson	06/09/2019
	Notes:			
10/17/17	The MTSS (Multi-Tiered System of Support) team meets twice a month with the SIT members and coordinates with the instructional coach to assist teachers to create and implement interventions in writing a PEP (Personalized Education Plan) for at risk students with research-based and time bound interventions based on the individual student's need. The MTSS team helps the teacher monitor student intervention and modify PEPs as necessary. The MTSS team assists teachers in creating and monitoring Behavioral Intervention Plans for students as needed	Complete 06/10/2019	Calla Wilson	06/10/2019
	Notes:			

				Implementation Status	Assigned To	Target Date
	9/20/19	Targeted remediation by the teacher, tutors, and Istation will support students with reading and math deficiencies.			Calla Wilson	05/28/2021
	Notes:					
	10/17/17	The principal will use walkthrough data to monitor teachers use of small group instruction, guided reading, and guided math to strengthen tier1 core instruction			Terri Gullick	05/28/2021
	Notes:					
Implementation:				09/20/2019		
Evidence	6/9/2020					
Experience	9/18/2019 Teachers will use Istation to access the progress of all students.					
Sustainability	9/18/2019 Weekly review of student data to improve instruction.					

!	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We use PBIS 4 Question method as the first steps to modifying behavior. Teacher/parent contacts are also important. School counselor provides individual, small group and class instruction and intervention.	Limited Development 10/17/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		

How it will look when fully met:	Students are well mannered and content. We will use PBIS incident reports and documentation from the school counselor.		Beth deAristizabal	06/09/2019
Actions		**3 of 5 (60%)**		
10/17/17	Monday morning 'Pride Time' takes place in the classroom as a family; allowing teachers to teach PBIS lessons, monthly character traits, and targeted teacher-student non-instructional engagement	Complete 06/10/2019	Teachers and Students	06/07/2019
Notes:				
10/17/17	Quarterly PBIS celebration activities; highlighting positive conduct, no office referrals.	Complete 06/10/2019	PBIS Team, Staff and Students	06/07/2019
Notes:				

10/17/17	The school counselor will lead the PBIS initiative and incorporate the program components in weekly student counseling sessions	Complete 06/10/2019	PBIS Team	06/26/2019
Notes:				
12/2/20	Weekly Lunch Buddy meetings with students conducted by Mrs. Beth deAristizabal.		Beth deAristizabal	05/28/2021
Notes:	Allows students to weekly with other students to express their thoughts, concerns, and feelings in a group setting with the school counselor.			
12/2/20	Monthy Virtual Star Students.		Beth deAristizabal, Michele Purnell	08/28/2021
Notes:	Celebrate the success of students that consistently participate in online and flash drive instruction. All assignments are turned in timely.			
Implementation:		10/21/2019		
Evidence	10/18/2019 Quarterly awards are documented and issued to students. Student behavior logs, school counselor feedback, PAWS celebrations and school walkthroughs can evidence the sustained practices described above.			
Experience	10/18/2019 Implementation for this objective was carried out in every classroom. Teachers and school staff are attentive to student's emotional needs and provide a safe environment.			
Sustainability	10/18/2019 Schoolwide PBIS rules and procedures followed throughout the school. School staff will continue to be attentive to student's emotions, helping them manage them, and provide supports and interventions for behaviors when needed.			

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
Initial Assessment:			Currently, the School Improvement Team (SIT) meets twice per month. The SIT team consists of grade level chairs and a parent. The members of this committee work together to set goals and implement the vision of the school. The team reviews practices that are in place, teacher, staff, and parent suggestions.	Limited Development 10/17/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When fully implemented, the SIT will consistently meet twice per month to plan and execute the goals of the school. The plan will be shared with all staff and input sought from all instructional teams/grade levels. The team will analyze the strengths and weaknesses of the different objectives. New actions will be developed and implemented to achieve our school goals.		Michele Purnell	05/28/2021
Actions				0 of 5 (0%)		
	10/17/17		The SIT (School Improvement Team) meets twice monthly to address areas of concern related to student achievement data.		Terri Gullick	05/28/2021
	Notes:					
	10/22/19		Meeting schedule and agendas for each meeting will be developed.		Terri Gullick	05/28/2021
	Notes:					
	10/22/19		Create a data wall to show student progress over time.		Terri Gullick	05/28/2021
	Notes:					
	10/22/19		The SIT will use student data to identify students who need intervention in academics, behavior, and attendance.		Terri Gullick	05/28/2021
	Notes:					
	10/22/19		The SIT team will discuss and review the implementation of effective practices and programs such as Eureka Math, IStation, Guided Reading, Guided Math, small group instruction, as well as remediation and enrichment.		Terri Gullick	05/28/2021

Notes:				
Implementation:		10/23/2019		
Evidence	10/23/2019 Data walls posted and utilized by all teachers. Students will show growth in Eureka Math, Istation, and Guided reading and math groups.			
Experience	10/23/2019 Completed data walls of all grade levels displaying achievement data in math, reading and science.			
Sustainability	10/23/2019 The SIT will meet twice monthly to discuss student achievement data, attendance and behavior for academic interventions.			

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**
Initial Assessment:	Each grade level meets twice a week in PLCs with the instructional coach to collaborate on instruction and data analysis in order to improve student achievement.	Limited Development 10/17/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Information and ideas developed during shared planning will positively impact student learning.	**Objective Met 10/23/19**	**Terri Gullick**	**06/11/2018**
Actions				
10/17/17	Each grade level will meet twice a week for PLCs (Professional Learning Communities) and collaboration among teachers to vertically align planning k/1, 2/3, 4/5.	Complete 06/11/2018	Terri Gullick	06/09/2018
Notes:				
Implementation:		10/23/2019		
Evidence	10/22/2019 Teachers are submitting lesson plans regularly and analyzing student data weekly as a grade level and continuously in the classroom. Lesson plan and walkthrough feedback from administration will continue to direct areas of support for teacher growth.			
Experience	10/22/2019 Teachers are collaborating in PLC sessions with the instructional coach which includes data dives, collaborative planning, and mini professional development sessions. Teachers submit lesson plans to administration.			
Sustainability	10/22/2019 Teachers will continue to collaborate and share best practices. Data dives and responding to classroom, grade level, and school level data will continue to be expected. Teachers will continue to develop appropriate lesson plans and differentiated curriculum based on student needs. Teachers to continue to meet weekly in PLC.			

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**
Initial Assessment:		Principal visits classrooms to observe instruction. The principal completes NCEES observations and walkthroughs regularly.	Limited Development 10/17/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		All teachers will be observed and feedback will be used to improve lessons.	**Objective Met 10/21/19**	**Terri Gullick**	**06/10/2019**
Actions					
	9/20/19	The LEA will conduct quarterly QAI (Quality Assurance Inventory) sessions to monitor 1) Social & Emotional Supports, 2) Organizational & Management Supports, and 3) Instructional Supports	Complete 06/10/2019	Terri Gullick	06/09/2019
	Notes:				
	9/20/19	The principal and educational director will analyze school, teacher, and content level data to prepare and execute district professional development calendar related to Guided Reading, Istation; second semester focus on rigor training, and Eureka Math.	Complete 06/10/2019	Terri Gullick	06/09/2019
	Notes:				
	9/20/19	The principal will conduct informal walkthroughs using the district electronic Google Doc to provide immediate clear and constructive feedback via email and graphs of school instructional trends.	Complete 06/10/2019	Terri Gullick	06/09/2019
	Notes:				
	10/17/17	Formal observations are conducted in compliance with NCDPI regulations	Complete 06/10/2019	Terri Gullick	06/10/2019
	Notes:				
Implementation:			10/21/2019		
Evidence		10/21/2019 Evidence of completion can be located in walkthrough graphs, teacher feedback from walkthroughs and observations, Istation reports, faculty meeting agendas.			

Experience	10/21/2019 The school principal will continue to give teacher feedback through informal and formal walkthroughs as well as observations.				
Sustainability	10/21/2019 The principal will need to continue to document instructional trends in the building through oversight of IStation, lesson plans, walkthroughs, and observations.				

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:	We look at school performance data provided by the state and teachers to pinpoint areas for professional development.	Limited Development 10/17/2017			
	Priority Score: 2 Opportunity Score: 3	Index Score: 6			
How it will look when fully met:	School learning trends noted from walkthrough observations and student performance data will determine needed professional development and instructional support. Teachers will select professional development based on individual needs and these will be documented in teacher professional growth plans. Teachers will use information gleaned from professional development opportunities to provide optimal education for students.			Terri Gullick	05/28/2021
Actions		**1 of 5 (20%)**			
10/17/17	The instructional coach will conduct weekly PLC (Professional Learning Community) sessions for each grade level with focus on research based best practices	Complete 05/28/2021		Michelle Whitfield	05/28/2021
Notes:					
9/20/19	The principal and will conduct informal walkthroughs using the district electronic Google Doc to provide immediate clear and constructive feedback via email			Terri Gullick	05/28/2021
Notes:					

9/20/19	The instructional coach will lead 'mini-professional development' sessions at monthly faculty meetings. These will focus on best practices along with grade-level teachers sharing, highlighting effective teaching strategies and activities. Donyall Dickey staff book study will be used as a guide for content vocabulary.		Michelle Whitfield	05/28/2021
Notes:				
9/20/19	The LEA (elementary director), principal, and instructional coach will monitor performance data and aggregated classroom observation data to make decisions about professional development needs		Terri Gullick	05/28/2021
Notes:				
9/20/19	Donyall Dickey book study will be implemented with the staff to provide performance based instructional objectives linked to content and high order thinking.		Terri Gullick	05/28/2021
Notes:				
Implementation:		10/22/2019		
Evidence	10/22/2019			
Experience	10/22/2019			
Sustainability	10/22/2019			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school understands that parents/guardians are an essential part of the educational process. The school utilizes the marquee located in front of the school, monthly newsletters, weekly messenger calls, curriculum nights, and parent workshops to publish schoolwide events and partner with parents to keep them informed about the importance of school and the curriculum.	Limited Development 11/07/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The school will use multiple methods of communication with parents to inform and invite parents into the school. This includes the marquee, phone messages, and newsletters to keep them updated of ways and events where they can partner with school staff and strengthen open lines of communication. The school uses all of these avenues to offer parent tips and invite families in for face to face parent nights and parent information sessions.		Terri Gullick	05/28/2021
Actions		0 of 6 (0%)		
10/29/18	School PTSO will be implemented with meetings held monthly. Parents are informed about activities via Blackboard Messenger.		Terri Gullick	05/28/2021
Notes:				
10/22/19	Stoney Creek hosts annual parent nights to engage parents in each grade level's curriculum and content. These include science night, reading night, math, and Title I remediation focuses.		Terri Gullick	05/28/2021
Notes:				
10/22/19	Teachers will send home communication folders to parents weekly which include student work samples, teacher informational notices, and other curriculum communications.		Terri Gullick	05/28/2021
Notes:				
10/22/19	A monthly school newsletter is sent to parents which notes parent tips and invitations to school events.		Terri Gullick	05/28/2021

Notes:				
10/22/19	Parents will receive IStation training to learn how to log in, locate resources, and view their child's learning profile.		Terri Gullick	05/28/2021
Notes:				
12/2/20	Monthly Parent Online Virtual Academy		Terri Gullick	05/28/2021
Notes:	Online workshops for parents through the Parent Virtual Academy. The parent-focused virtual learning tool is to empower, engage, and educate families and caregivers by providing high-quality sessions, resources, and access to skills and services. Online sessions will include such topics as Student Achievement, Nutrition, Wellness, Technology, Literacy, and Money Management.			
Implementation:		10/23/2019		
Evidence	10/23/2019 There will be ongoing, continued work to involve and inform parents of ways they can help at home.			
Experience	10/23/2019 Parent newsletters, phone messages, and calendars are evidence.			
Sustainability	10/23/2019 Parents need to be involved stakeholders.			