

Comprehensive Progress Report

Mission:

Mission: Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted. Vision: Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.

Goals:

Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Each student has a personalized education.

Each student has excellent educators every day.

Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

Each student is healthy, safe, and responsible.



! = Past Due Actions

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:	Teachers integrate our school motto into classroom rules: we are respectful, responsible, learners. These are posted in each classroom. Teachers also take time to teach mini-lessons and model correct school and classroom behaviors. Morning announcements include the school motto. One hundred percent of classroom teachers and Encore teachers utilize Class Dojo as a classroom management tool as well as a way to communicate with parents. A laptop station is set up during Open House so that new parents/guardians can sign up for Class Dojo. Parents who are not able to connect to Dojo receive information in another form (printed newsletters in weekly take-home folders, phone messages, etc.) Classroom teachers present their expectations for students with parents at beginning-of-the-year meetings and include a Q/A session. We have a school wide incentive program (Tiger Tickets) that allows students to shop for prizes with tickets earned by demonstrating positive behavior. Our school has been awarded Exemplar status as a PBIS (Positive Behavior Interventions and Supports) school for the last three years.	Full Implementation 08/16/2017		
----------------------------	---	-----------------------------------	--	--

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:			With recent changes in the daily master schedule that allow for dedicated science and social studies instruction, teachers are continuing to work on unit development. The units are being implemented as they are developed and revised. Math units are the most developed. Because ELA (English/Language Arts) units no longer incorporate science and social studies, teachers are adjusting and working to develop units in the remaining three areas.	Limited Development 05/09/2017		
How it will look when fully met:			Teachers will continue to build and refine units aligned to the standards to meet the needs of an ever-changing student population on a year-to-year basis. Evidence will include unit/lesson plans from each grade level team.		Sharon Andrews	06/11/2018
Action(s)	Created Date		0 of 3 (0%)			
1	6/14/17	Grade level teams will design units of instruction in ELA based around EngageNY modules. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).		Sharon Andrews	04/01/2018	

Notes:

2	6/14/17	Grade level teams will design units of instruction in Math based around EngageNY modules. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).		Sharon Andrews	04/01/2018
<i>Notes:</i>					
3	6/14/17	Grade level teams will design units of instruction in science based NC Essential Standards for Science. Goal is to design, plan, and implement one per quarter (4 for the 2017-2018 school year).		Sharon Andrews	04/01/2018
<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>	<p>Teachers are learning to implement the Core Success Plan in each homeroom. All student needs are screened and the data is used to create an instruction plan to meet needs indicated in math and ELA during core instruction. Evidence based strategies are matched to the indicated needs and are used to make sure students can access lesson content. Teachers document implementation data as well as student performance data. This is used to determine effectiveness and to make decisions regarding next steps. (Target: 80% of class are successful with core instruction, demonstrating proficiency with lesson content.)</p> <p>Teachers will learn to implement the Small Group Success Plan for groups of targeted students who need additional support/intervention. Implementation and student performance data is tracked for individual students. (Target: 15%--students who need moderate catch-up growth and additional support in order to access lesson content/demonstrate proficiency with lesson content.) For students who need intensive, more individualized support, teachers are using the Individual Success Plan (the former Personal Education Plan), providing individual intervention and are using response data to determine effectiveness of intervention strategy, etc.(Target: 5%--students needing the most intense support in order to access lesson content, meet catch-up growth goals, etc.)</p>	Limited Development 06/14/2017			
<i>How it will look when fully met:</i>	<p>When fully implemented, all homeroom teachers will: 1) Have Core Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of Core Instruction and 2) Have Small Group Success Plans for ELA and Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of intervention strategies for the targeted students. Some homeroom teachers will have Individual Success Plans for ELA and/or Math, update data for both implementation and student achievement data, and evaluate overall effectiveness of the intervention plan for the individual student.</p>		Sharon Andrews	06/08/2018	
Action(s)	Created Date		1 of 5 (20%)		
1	10/15/17	Collect and analyze Beginning Of Year data during CASA (Collaboration Around Student Achievement) meetings using mCLASS (North Carolina Department of Public Instruction K-3 assessment system), SRI (Scholastic Reading Inventory for grades 3-5), Fountas and Pinnell (instructional reading levels 4-5), and AIMS Web Plus (K-5 Universal Screening Program for reading 4-5 and math K-5).	Complete 10/10/2017	Sharon Andrews	10/16/2017

<i>Notes:</i>					
2	10/15/17	The Instructional Success Plan (ISP) team will provide professional development on MTSS (Multi-Tiered Support System) that includes an overview of the Core Success Plan, Small Group Success Plan and Individual Plan. Beginning Teachers and interested teachers will have a strategy session to further support them as they write their first plans.		Sharon Andrews	11/30/2017
<i>Notes:</i>					
3	10/15/17	In grade level CASAs, develop Core Success Plans that add one or more strategies to core instruction to support skill deficits common for a high percentage of students so that 80% of students master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to that data during CASA meetings a minimum of once per quarter.		Sharon Andrews	05/01/2018
<i>Notes:</i>					
4	10/15/17	Individual teachers will develop Small Group Success Plans for students who need additional support in order to master standards. Data for implementation and student growth will be collected and analyzed regularly. Plans will be revised according to the data regularly.		Sharon Andrews	05/01/2018
<i>Notes:</i>					
5	10/15/17	The ISP team will meet with grade levels to assist with individual plans and to monitor student success. This will be used along with other information to determine which additional supports may be required to ensure student growth.		Kim Clodfelter	04/01/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		PBIS support, classroom guidance lessons, and classroom discussions provide instruction, modeling, and a positive environment to help students learn ways to manage, identify, and express their emotions. Classroom guidance topics include understanding emotions, ways to express those emotions, appreciating differences, cause and effect, self management, and resolving conflict. All teachers ensure that students emotional needs are met so that they may learn. Available resources are used when necessary. Teachey has a full time school counselor, full time nurse, and part time school social worker to assist students, families, and teachers with meeting the emotional needs of our students. Teachey has a Watch DOGS (Dads of Great Student) program to provide positive male role models for our students. Project Bridge provides a male mentor to meet with a select group of 4th and 5th grade male students to discuss emotional needs and how to deal with those issues. Teachey has a therapeutic classroom specifically designed to support the severe behavioral and mental health needs of elementary students in Asheboro City Schools. The Therapeutic classroom works in partnership with Evan's Blout to provide individual and group therapy needs.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		All students have developed self-management skills in order to establish positive emotional climates in the classroom that promotes a healthy learning environment. The school has an established support system in place that partners trusted adults with students so that self-management skills are monitored and strengthened on an on going basis.		Kim Clodfelter	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		2 of 4 (50%)		
1	10/16/17	Create and utilize a check in/check out system for students who need additional support and guidance where students meet with PBIS team members daily to set goals and assess progress. Effectiveness is assessed each quarter.	Complete 10/02/2017	Stephanie Wells	10/02/2017
<i>Notes:</i>					
2	10/16/17	Create class lists based on teacher input regarding student personalities.	Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>					
3	10/16/17	Provide professional development regarding cultural responsiveness led by Tressie Sargent, Wendy Rich, and Cayce McCamish.		Tressie Sargent	06/08/2018
<i>Notes:</i>					

4	10/23/17	The PBIS team and/or the ISP team assists teachers when an individual student needs an intervention strategy for learning self-management (social stories, the chart that rewards positive choices after a short span of time, use of stress toys, etc.).		Kim Clodfelter	05/01/2018
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In the spring, prior to enrollment in kindergarten, student and parents attend orientation. During this time, we gather required documents for enrollment and introducing families to our school. Parents make appointments for informal screening. Students attend in small groups as teachers observe academic as well as school preparedness behaviors. Students who may benefit from summer programs geared to introduce students to school are identified and invited. Parents of students with IEPs (Individualized Education Plans) also attend transition meetings. In addition, parents tour the school and learn more about making the kindergarten year a positive experience.	Limited Development 08/16/2017		
How it will look when fully met:		When fully implemented, there will be a plan for introducing the next grade level in the spring of the year: K to 1; 1 to 2; 2 to 3; 3 to 4; and 4 to 5. Packets will be sent home with the last report card that include suggested books to read and math practice to help students be successful at the start of the next grade level. Teachers in previous grade levels will communicate with current teachers about strategies to help connect with struggling or difficult students. AFTT (Academic Family Teacher Team) meetings will front-load the next year's standards with particular attention paid to students moving from Grade 2 to Grade 3 and Grade 5 to Grade 6.		Kim Clodfelter	06/08/2018
Action(s)	Created Date		2 of 3 (67%)		
2	10/16/17	School Tours are offered district-wide throughout the school year (both on set dates and by request) for potential students and their families.	Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>					
3	10/16/17	ISP team meets to discuss student needs, interventions from previous years, and performance trends. Strategies are shared by grade level representatives and specialists.	Complete 09/30/2017	Kim Clodfelter	09/30/2017
<i>Notes:</i>					

4	10/16/17	Individual students have transition meetings with new faculty when transitioning from the therapeutic classroom (and/or regular classroom) back to the home school or the middle school, as needed.	Kim Clodfelter	05/01/2018
<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>		Teachey has had a leadership team for many years following most of the criteria described in the indicator. In 2017-18, the team is comprised of elected representatives from each grade level (K-5), elected representatives from special areas (Exceptional Children, Reading/English Language Learners, Instructional Assistants, and Encore), an elected parent representative, a district thought partner, media specialist, guidance counselor, instructional facilitator, assistant principal, and principal. There is a membership rotation schedule so that at least half of the team are veteran members in any given year.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		Changes for the 2017-18 school year to meet this indicator include meeting twice a month (vs. once a month) and focusing the team's work on school improvement planning and implementation.		Jonas Hancock	06/14/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/16/17	Create a calendar that specifies which indicators and action steps will be monitored during specific meeting dates and those reporting on our progress with the indicator. Monitor and change as needed.		Jonas Hancock	10/15/2017
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Teachey has embraced team structures to address instructional planning, individual student needs, school improvement, and family-community connections in a variety of ways. Committees and teams make year-long plans and develop work products, create agendas and meeting minutes that are archived for future reference, meet regularly (weekly and monthly), and are provided with timely student performance data to assist the decision-making process. The following teams meet regularly: Instructional Success Plan Team (Weekly on Wednesdays), School Leadership Team (First Tuesday of the month), Positive Behavior Interventions and Supports Team (Fourth Tuesday of the month), Collaboration Around Student Achievement Meetings (Weekly with grade level teams (K-5)), Parent/Teacher Organization Board Meetings (Second Monday of the month.)	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		When this is fully implemented, the School Leadership Team will meet twice monthly (instead of once per month) and the purpose of each committee/team will be clearly described and available to all shareholders.		Amy Day	06/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/23/17	Implement twice monthly School Leadership Team meetings.		Amy Day	06/08/2018
		<i>Notes:</i>			
2	10/23/17	Purpose and by-laws (norms) for each committee/team will be created, shared with shareholders, and placed in the 2018-2019 Staff Handbook.		Amy Day	06/08/2018
		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students participate in daily Tiger Time intervention groups based on current data discussed at CASA meetings. Select students also receive tutoring after school from their teachers and from an interventionist. Students in grades 3-5 are utilizing Study Island after school to target their specific skill needs and deficits. Students enrolled in the After School Academic and Social Achievement Program receive additional support from their classroom teacher and after school staff.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Continue to utilize data-driven Tiger Time flexible groups in grades 2-5 to provide daily opportunities for academic catch-up growth (double and triple dip instruction for students achieving below proficiency in reading and/or math) or enrichment. Continued monitoring of growth of student achievement of all students participating in the after school program.		Amy Day	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	8/16/17	Implement professional development to aid teachers in utilizing Tiger Time and extra school time effectively.		Sharon Andrews	06/08/2018
<i>Notes:</i>					
2	10/23/17	Fidelity of Tiger Time in grades 2-5 for reading, math, and fifth grade science.		Sharon Andrews	04/01/2018
<i>Notes:</i>					
3	10/23/17	Develop a streamlined process for communicating with teachers of students in the after school program.		Rhonda McHenry	12/01/2017
<i>Notes:</i>					
4	10/23/17	Fully utilize AIG specialist to provide enrichment activities during Tiger Time.		Melissa McKeown	05/01/2018
<i>Notes:</i>					

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>		Administration is present at weekly CASA meetings to discuss the current data and instructional strategies. Teachers are currently observed based on their renewal cycle (2x, 3x or 4x a year) and given constructive feedback with artifacts at their post-observation conference.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		This objective is one that needs to be updated and addressed based on the needs of the staff and the students. When fully met the teachers would receive frequent walk-throughs in addition to the annual expectations of the evaluation system.		Amy Day	10/30/2017
<i>Action(s)</i>	<i>Created Date</i>		1 of 2 (50%)		
1	10/16/17	Grade levels turn in weekly plans in the Google Team Drive each Friday for Ms. Day to review and give feedback.	Complete 08/24/2017	Amy Day	08/24/2017
<i>Notes:</i>					
2	10/16/17	Administrators perform formal and informal observations and provide constructive feedback to classroom teachers within ten days.		Amy Day	06/08/2018
<i>Notes:</i>					

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>		Grade levels meet weekly to discuss grade level performance data. This student performance data is used to form differentiated intervention groups and to make adjustments to current lesson plans. Three times a year staff meets to view school-wide student performance data.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		The use of aggregated classroom observation data is an area where we can improve. We can increase the amount of walkthroughs by creating and utilizing a school wide observation form. We will then be able to use the data to make decisions about school improvement and professional development needs.		Amy Day	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	8/16/17	The School Leadership Team will share grade level data once a month. This will allow grade levels to identify what is working and what barriers we still have.		Amy Day	06/08/2018

<i>Notes:</i>					
2	8/16/17	Administrators will share walk-through data trends monthly. The team will highlight strengths and areas of need.		Amy Day	06/08/2018
<i>Notes:</i>					
3	8/16/17	The School Leadership Team will use data to create a PD (Professional Development) plan based on individual, small group, and whole school needs.		Sharon Andrews	06/08/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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>		Administration and selected staff participate and attend district level career fairs in order to showcase our school. Teacher Teams are assembled to interview potential candidates to seek out those whose philosophy and vision are compatible with our stakeholders. All members of the interview team weigh in on recommendations for hire at the completion of the interview process. All beginning teachers are matched with a lead mentor in order to provide full support beyond the classroom which compliments district level networking and support. School administration follows normal protocol with teachers for their required evaluation cycle. Administration provides coaching and individual conferences in order to review teacher EVAAS (Education Value-Added Assessment System) data, classroom achievement data and professional development plans periodically throughout the school year. Staff members are nominated by peers for teacher of the year recognition. During monthly staff meetings, administration recognizes staff members for their contributions and achievements. The teacher turnover rate for the 2016-2017 school year fell at 13.2%.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>		The evaluation system will be uniformly applied to all staff, both high achieving and those working at the developing level. Systems in place for recruiting, evaluating, and rewarding staff will result in the creation of a "high performing" staff which in turn promotes high growth in student achievement.		Amy Day	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
3	10/23/17	Administration provides opportunities for teachers to grow and improve based on their individual rubric ratings on the North Carolina Educator Effectiveness System. Individualized professional development will be assigned so that teachers evaluated as "Developing" grow to "Proficient" within one year.		Amy Day	06/30/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The principal does a Sunday night phone/email message for all families that highlights upcoming important events. We host three Academic Family Teacher Team (AFTT) evening meetings. We offered two sessions each night at two different times to maximize parent participation. Teachers present class data and parents are given strategies on how to help their children at home. Incentives and awards are given to students for their participation in digital programs like Accelerated Reader and Study Island. The principal regularly writes words of encouragement on each student's report card. Our Guy B. Teachey school website is updated consistently to include important information for students and their families. Class Dojo is used school-wide to inform families of their student's behavior and accomplishments. Teachers and administration can also instant message parents and share Class Stories with photos and videos using Class Dojo.	Full Implementation 06/14/2017		