

## Comprehensive Progress Report

**Mission:**

Mission: Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society. Vision: Charles W. McCrary is a school where: All students are honored Learning is valued Our staff, students, families and community are dedicated to the success of all.

**Goals:**

All students will reach their academic and social potential through demonstrated growth and proficiency.



! = 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
<i>Initial Assessment:</i>		Most teachers employ effective classroom practices and teach and reinforce routines and procedures. We have school-wide expectations that are a component of our PBIS plan. Classroom Dojo is used school-wide by all staff. Students state expectations daily with morning announcements and horse power tickets are used to positively reinforce positive student character.	Limited Development 08/16/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will employ effective classroom practices. These routines and practices will be taught and reinforced quarterly. Students will be able to recite the school wide expectations and/or Mustang Pledge when asked. Office Discipline Referrals will be reduced from 94 to 65. Teachers will consistently hold students accountable for following schoolwide expectations and recognize positive choices. There will be a plan in place for students who need tier 2 and tier 3 interventions.		<b>Ann Evans</b>	<b>06/30/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 3 (33%)</b>		
1	9/19/17	All teachers will develop a classroom matrix that aligns with the school wide PBIS matrix.	Complete 09/15/2017	Ann Evans	09/15/2017
		<i>Notes:</i> Teachers will upload into Google drive and will be printed on yellow paper throughout the school.			
2	10/17/17	Tier 2 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resource and will implement strategies with fidelity.		Brianne Crotts	06/15/2018
		<i>Notes:</i>			
3	10/17/17	Tier 3 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resources and will implement strategies with fidelity.		Brianne Crotts	01/25/2019
		<i>Notes:</i>			
<i>Implementation:</i>			09/19/2017		
<i>Evidence</i>		9/19/2017			
<i>Experience</i>		9/19/2017			

Sustainability		9/19/2017			
<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>		District-wide pacing guides are created for each core academic subject. The district has developed units of instruction aligned to Engage NY for ELA and math. Grade level teams develop materials and lesson plans to implement aligned units of instruction.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Grade-level teams will develop common unit plans and pace lessons based on standards and district directives. As teachers plan, using a backwards design model, assessments will be planned to ensure student mastery. Teachers will continue to revise plans based on student needs, as determined during CASA (Collaborating Around Student Achievement) meetings, and local and state curriculum changes.		<b>Rebecca Kidd</b>	<b>06/07/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/19/17	The school will Implement extended planning sessions to determine how lessons and units will be taught in classrooms. A backwards design protocol will be implemented to ensure student mastery.		Emily Bradshaw	06/08/2018
<i>Notes:</i>					
<b>2</b>	9/19/17	During CASA meetings, teams will make adjustments to units of instruction based on student data.		Emily Bradshaw	06/08/2018
<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>		Our school has team that monitors at risk students . We implement Guided Reading and intervention to meet student needs in a small group setting. We employ large uninterrupted blocks of time for core instruction in literacy and math. We use Core Success Plans to determine evidence-based strategies for whole group instruction and Small Group Success Plans for students that need additional support; however, these plans need to be monitored regularly and implemented to fidelity.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Teachers will use assessment data to determine content (standards and skills) to be taught during the core instruction block. Teachers will utilize core assessment data to create small group learning plans as needed. Teachers will utilize small group assessment data to create individual learning plans as needed. Students will be progress monitored to determine next steps for students. These plans will be an active part of the everyday lesson planning process--a fluid and living document to guide daily instruction.		Julie Brady	06/14/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 4 (0%)</b>		
1	9/5/17	Teachers will attend training explaining North Carolina's tiered instructional system and create a classroom core success plan.		Julie Brady	11/10/2017
		<i>Notes:</i> This meeting will include ideas and procedures to collect, track and organize data.			
2	9/5/17	Core success plans will be reviewed during CASA meetings every 4-6 weeks and decisions made about core instruction.		Julie Brady	06/12/2018
		<i>Notes:</i>			
3	9/5/17	Grade levels will move to small group plans after success with core plans.		Emily Bradshaw	02/23/2018
		<i>Notes:</i> Ms. Bradshaw, Ms. Evans, and Ms. Brady will review grade-level readiness and move grade levels to small group plans when appropriate.			
4	9/5/17	Whole school intervention will be taught daily with grouping based on a monthly review of student data as well as core plans.		Emily Bradshaw	06/08/2018
		<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
<b>Initial Assessment:</b>		Our district is fortunate to have a therapeutic classroom to serve students that need additional support managing their emotional states. Our teachers could benefit from additional professional development to assist with strategies for needs for all students; however, our teachers do an excellent job recognizing and guiding students to appropriate responses in a variety of emotional states.	Limited Development 08/16/2017		
<b>How it will look when fully met:</b>		Students will express their emotions and understand that the emotions of others is a critical aspect of early development, learning and relationship building.. Children will recognize that different emotions are prompted by different situations and there are different ways to express emotions. Through this, they will gain an understanding that other people may not feel the same way they do and how they do things affects how they and others feel. Furthermore, teachers will use deescalation strategies when problems arise in their classrooms.		Melissa Belote	06/07/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/19/17	All teachers will receive deescalation training from district psychologist.		Julie Brady	06/08/2018
<i>Notes:</i>					
2	10/17/17	During planning, we will plan for the discussion of emotions during reading instruction to focus on understanding a character's motives within fictional literature as well as understanding the motives of people within nonfiction literature. Discussions will include appropriate ways characters could have better managed their emotions in order to make better choices.		Brianne Crotts	12/07/2018
<i>Notes:</i> During planning we will intentionally plan purposeful conversations involving the characters from our stories.					

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
<i>Initial Assessment:</i>		We have consistent instructional practices across grade levels (reading and writing rubrics, Reading strategies, Letterland, See/Plan/Do for Math, etc.) Fifth graders go to visit the middle school for a day and see the classrooms, cafeteria, and meet the principal. All rising kindergartners are invited to an informational meeting.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Students and families will know what to expect during each elementary grade level. They will understand how learning is continued from one grade level to the next. Teachers will have specific strategies to assist students in transitioning between grade levels.		<b>Julie Brady</b>	<b>06/07/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/19/17	Second and third grade teachers will work together throughout the year to improve the transition of students from second to third grade.		Elizabeth Bennett	06/08/2018
		<i>Notes:</i> Letterland Reading Strategies Assessment practice and preparation			
2	9/19/17	Teachers will design and implement a spring showcase for families and community members to gain awareness of academic expectations in the next grade level.		Melissa Belote	06/07/2019
		<i>Notes:</i>			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		See attached document that describes the structure of the support team. There are weekly cabinet meetings each Monday where school data and needs are discussed. Schools are partnered with a cabinet member to attend leadership meetings and assist with the improvement process. Twice each year the Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Testing and Accountability and the Directors of EC and EL meet with our school to discuss data, next steps and check on school improvement progress.	Full Implementation 08/16/2017		

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>		The team meets twice a month (1st and 3rd Tuesdays) to review goals and progress.	Full Implementation 08/16/2017		

**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>		Our leadership team is comprised of the principal and elected leaders from instructional teams. A parent is invited to these meetings. At these meetings we review and amend our school improvement plan. An agenda and minutes are kept for these meetings. Grade level teams meet daily for 45 minutes for instructional planning. Our school currently provides four 40 minute times each month to discuss data during those meetings. For the last two years, we have used vertical teams to examine the curriculum across grade levels. We currently do not have a formal school community council. However, we implemented AFTT meetings to train the parents about supporting their child's learning at home.	Limited Development 08/29/2017		
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<i>How it will look when fully met:</i>		There will be multiple groups of people (staff, families and community) working together to specifically address: instruction and instructional methods, whole school improvement planning and family community connections.		Julie Brady	06/10/2019
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
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1	10/3/17	McCrary Elementary will host a Mustang Community Day. Community members will be invited to visit classrooms, learn about current educational practices and ways they can help our school.		Julie Brady	10/05/2018
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*Notes:*

2	10/3/17	Our school will partner with First United Methodist Church to provide literacy training so they can effectively implement small reading groups once per week during our intervention block with kindergarten and first graders.		Jessica Hartong	06/08/2018
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*Notes:*

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>		We offer some professional development (PD) to aid teachers in using research based intervention strategies and monitoring data. We extended our school day by 30 minutes, which allowed us to add a 30 minute skill-based intervention time. Our district requires us to have 90 minutes of math instruction and 120 minutes of ELA instruction and both are blocked into our schedules, along with the 30 minute intervention time. The master schedule was constructed to address the needs of high need groups (EC, ESL, etc.) allowing for more targeted services. Even though we are doing all of these things, we are not always using data to see if targeted interventions are successfully meeting the needs of our students.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>		Teachers will plan targeted intervention based on classroom assessments as wells as benchmark and NC Check-in data. Teachers will work to set goals for intervention groups and plan lessons to meet the students' goals. Some students will use specific programs targeted for specific learning needs. Our students in our after school clubs will be monitored and intentional effort will be made to increase academic proficiency as well as the students' belief in themselves and the power of hard work and commitment. Students in our After School program will focus on math fact fluency regardless of grade level. We will keep parents informed of their students' progress throughout the year.		Emmy Biaggi	06/07/2019
Action(s)	Created Date		0 of 5 (0%)		
1	9/19/17	English Language Learner (ELL) teachers will implement the Academic Vocabulary Toolkit with targeted students. Student data will be reviewed quarterly through informal assessments, benchmark assessments, WIDA and EOG scores.		Emmy Biaggi	06/08/2018
<i>Notes:</i> NC Check-Ins					
2	10/17/17	Targeted Exceptional Children (EC) and English Language Learners (ELL) in 1st, 2nd and 3rd grades will utilize the Imagine Learning program to lessen skill deficits. Progress will be monitored throughout the year and examined quarterly.		Emily Bradshaw	06/08/2018
<i>Notes:</i>					



3	10/17/17	During our after school clubs, adult leaders will emphasize the importance of commitment, school/work attendance, positive mindset and being a positive example for schoolmates.		Elizabeth Bennett	06/08/2018	
<i>Notes:</i>						
4	10/17/17	Students in our after school program will focus on math fact fluency. Kindergartners, first and second graders will work on addition facts and third, fourth and fifth graders will work on multiplication facts.		Amanda Bailey	06/08/2018	
<i>Notes:</i>						
5	10/17/17	At least 80% of first, second and third grade students not proficient in reading will attend the Read to Achieve summer reading camp held at McCrary. Furthermore, at least 50% of students will increase their reading skills during the camp as measured by progress monitoring data during the summer and/or beginning of year (BOY) data for the following school year.		Julie Brady	09/27/2019	
<i>Notes:</i>						
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Principal uses a walk-through tool and the administration has a schedule to follow to ensure all instructional areas are at a high level and that all teachers receive feedback. Feedback is given to teachers within 24 hours of the walk-through.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>			Principal will use walk-through and other data from instructional observations to specifically identify and target areas for growth. This will include having critical conversations and planning future professional development.		<b>Julie Brady</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 1 (0%)</b>		
1	10/3/17	Compile and share walk-through data monthly. This could be face to face in large or small groups and/or written in the weekly notes to staff.			Julie Brady	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>		School data is examined primarily as grade-levels during planning time. Data is also shared at School Improvement Team and staff meetings. Principal, assistant principal, and instructional facilitator use a schedule, with a common template, for walk-throughs.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Professional development will be determined by the disaggregation of our data (student, teacher, walk-through, etc.). There will be a systematic process to share performance and classroom data. Data will be shared and decisions made at SIT meeting based on a schedule to review data. We will use common data review templates that will lead us towards a plan for differentiated professional development to be held primarily on our PD (Professional Development) Tuesdays (4th Tuesday of the month).		<b>Ann Evans</b>	<b>06/14/2019</b>
Action(s)	Created Date		2 of 7 (29%)		
1	8/16/17	At the first meeting of every month, we will examine a predetermined source of relevant data (student/grade/school assessments or observation/walk through data)		Emily Bradshaw	06/15/2018
		<i>Notes:</i> Ms. Bradshaw makes sure data is gathered and prepared for group discussion.			
2	8/16/17	Create a schedule to determine what data will be examined.	Complete 10/03/2017	Emily Bradshaw	10/06/2017
		<i>Notes:</i> Using the district testing calendar a schedule will be developed to determine the content of data discussions.			
3	8/16/17	Create data protocol (similar to CASA format) when problem solving and analyzing the data and planning next steps.	Complete 10/03/2017	Emily Bradshaw	10/06/2017
		<i>Notes:</i> Use system similar to grade-level CASA meetings to gather data.			
4	8/16/17	Implement protocol during SIT meetings to ensure data analysis and problem solving.		Emily Bradshaw	06/07/2018
		<i>Notes:</i> Ms. Belote will type notes into the data protocol and Ms. Bradshaw will facilitate data discussion.			
5	8/16/17	Based on areas of need (after data analysis) implement professional development to meet the needs of teachers. (This will include a variety of modes including Teacher Experts.)		Emily Bradshaw	06/14/2019

<p><i>Notes:</i> After examining the data, we will determine key areas of need for our teachers and professional development will be planned. We will review twice a year.</p>					
<b>6</b>	8/16/17	Revise our walk-through tool based on data decisions to ensure fidelity of implementation.		Ann Evans	06/14/2018
<p><i>Notes:</i> After decisions are made about data, revise walk-through tool to check for implementation fidelity.</p>					
<b>7</b>	8/16/17	Revise our walk-through tool based on data decisions to ensure fidelity of implementation.		Ann Evans	06/14/2018
<p><i>Notes:</i> After decisions are made about data, revise walk-through tool to check for implementation fidelity.</p>					

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>		Our school follows procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. Our school has hosted student teachers in the past. Our school has a beginning teacher program for the first 3 years. This includes monthly meetings and a beginning of the year orientation to our school. Our district has additional methods to recruit teachers including job fairs.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>		Our school will continue to follow procedures for observing and evaluating teachers including the North Carolina Educator Evaluation System (NCEES) formal process as well as walk-through protocols focused on timely and actionable feedback. Instructional priorities will be shared and data collected to ensure positive celebrations about our growth. Throughout the school year, different things are planned to demonstrate teacher appreciation. When hiring new teachers, interview teams include staff members. We will continue our Beginning Teacher (BT) program and our Lead Mentor will visit the our BT classrooms' frequently. Our teacher turn-over rate will less than or equal to the district and state teacher turn-over rate and the North Carolina Teacher Working Conditions Survey will show growth in most areas.		Julie Brady	06/08/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	10/17/17	Prioritize instructional goals for grade levels with timelines in place to ensure fidelity.		Julie Brady	06/08/2018
<i>Notes:</i>		After one priority is met, we will move to another priority throughout the year.			
2	10/17/17	Teachers will receive a "treat" throughout the school to show our appreciation (from administrative team or PTO).		Julie Brady	06/08/2018
<i>Notes:</i>					
3	10/17/17	All BTs will receive informal feedback from our lead mentor after classroom visits.		Steve Watson	06/08/2018

Notes: Some teachers may receive more support based on collaboration between administration, IF and lead mentor.					
4	10/17/17	Provide timely and actionable feedback to certified staff based on classroom walk throughs.		Julie Brady	06/08/2018
Notes: Each staff member should receive feedback weekly if schedule is maintained.					

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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
<b>Initial Assessment:</b>		Parents learn student expectations for standard mastery and how they can contribute to their child's success during our Academic Family Teacher Team (AFTT) meetings. Parents learn what level their children are currently performing and strategies to use with them at home. During AFTT, parents have opportunities to practice these strategies and how to track the progress of their children at home.	Limited Development 08/16/2017		
<b>How it will look when fully met:</b>		80% of our students will be represented at our Academic Family Teacher Team (AFTT) meetings and rosters will be used to collect the names of those in attendance. All students will use data folders to track and set goals for their learning. Our students will be able to talk about their personal learning goals as well as know steps to help reach the goals. Parents will be kept up-to-date of student progress.		<b>Ann Evans</b>	<b>06/14/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 8 (25%)</b>		
1	8/29/17	Create data folder for individual students with a goal sheet, graph sheet, and parent information sheet. These revisions to data folders should correlate with AFTT focus areas.		Ann Evans	11/10/2017
Notes: Utilize templates from 16-17 TLA project templates.					
2	8/29/17	To increase AFTT participation, we will partner with the public library to provide an engaging, hands-on activity for students to do during the parent meetings.	Complete 10/02/2017	Cassie Lassiter	10/06/2017
Notes:					
3	8/29/17	The school will provide snack/food for parents in attendance to encourage participation. An RSVP link will be sent out via class dojo, the school website, as well as paper copies.	Complete 10/02/2017	Ann Evans	10/06/2017

<i>Notes:</i>					
<b>4</b>	9/5/17	Teachers will plan together each grade-level session.		Ann Evans	06/05/2018
<i>Notes:</i> This will occur during CASA meetings.					
<b>5</b>	9/5/17	Parents will complete an exit survey at the end of each AFTT meeting.		Jessica Hartong	06/05/2018
<i>Notes:</i>					
<b>6</b>	9/5/17	80% of parents will be connected on class dojo.		Cassie Lassiter	01/05/2018
<i>Notes:</i>					
<b>7</b>	9/5/17	Each grade level will upload two videos demonstrating math concepts for families to view at home.		Melissa Belote	06/07/2019
<i>Notes:</i>					
<b>8</b>	10/17/17	Parents of select students will receive academic concern letters based on middle of year (MOY) letters to further explain the efforts being made to help their child reach proficiency. Parents will also be given additional home strategies as well as school opportunities for success.		Denise Trogdon	02/09/2018
<i>Notes:</i>					