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Clyde Elementary

1/14/2021

**Comprehensive Progress Report**

**Mission:**

TEACH, LEARN, DREAM, ACHIEVE.

**Vision:**

We are a school united in educating the WHOLE CHILD with high expectations, by providing a POSITIVE CULTURE that empowers students to be EXCEPTIONAL CITIZENS in our community, state, and world.

**Goals:**

- All students will increase reading, math, and science scores.
- All students will have improved social and emotional well-being.
- All students have access to information through two-way communication.
- A4.06- ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- 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.
- 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.

! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>		Expectations anchor charts Cardinal Club revisions	Limited Development 07/16/2019			
		Priority Score: 3      Opportunity Score: 1	Index Score: 3			
<b>How it will look when fully met:</b>		Expectations anchor charts are in process	<b>Objective Met 06/11/20</b>	<b>Amy Tiller</b>	<b>06/01/2020</b>	
<b>Actions</b>						
	10/28/19	We are in the process of creating behavior charts for areas within the school. Behavior expectation posters will be created for classrooms.	Complete 06/05/2020	Ashley Cooper	06/01/2020	
	<b>Notes:</b>	Once posters are created we will review it monthly to see trends of progression or regression.				

<b>Implementation:</b>		06/11/2020		
<b>Evidence</b>	6/11/2020 Posters on the wall and in the classrooms.			
<b>Experience</b>	6/11/2020 We spent time refining the posters and getting them created. They are now ready to be placed in classrooms. Hallway and common area posters are up.			
<b>Sustainability</b>	6/11/2020 We must effectively teach our students what the expectations put forth mean and hold them accountable.			

<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>
<b>Initial Assessment:</b>	Common planning time & 1/2-day planning time  Resources  PLCs  MTSS		Limited Development 07/16/2019		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	Instruction aligned to standards		<b>Objective Met 09/17/20</b>	<b>Nanette Renegar</b>	<b>06/01/2020</b>
<b>Actions</b>					
	10/28/19	Common Planning every day for all grade level and teachers and specialists.  <i>Notes:</i> Teachers have common planning everyday for 45 minutes.	Complete 08/19/2019	Amy Tiller	08/19/2019
	10/28/19	Grade levels have PLC time 1 time per week every week.  <i>Notes:</i> Grade level teams have PLC meetings each week for 45 minutes.	Complete 08/19/2019	Nanette Renegar	08/19/2019
	10/28/19	Grade levels have updated and shared grade-specific literacy and math pacing guides on shared google drive.  <i>Notes:</i> Guides are updated during PLC and grade level meetings at least 2x per month.	Complete 08/19/2019	Classroom teachers	08/19/2019
	10/28/19	Grade levels are given 1/2 day planning days 4 times per year.  <i>Notes:</i> Grade levels are given 1/2 day planning days each 9 weeks.	Complete 06/05/2020	Amy Tiller	05/30/2020
<b>Implementation:</b>			09/17/2020		
<b>Evidence</b>	6/11/2020 Planning Day agendas				
<b>Experience</b>	6/11/2020 Grade levels were provided with a minimum of 1/2 day planning day each 9 weeks until school closed.				
<b>Sustainability</b>	6/11/2020 Money has been allocated to provide full day planning days to 2-5 grade 4 times per year next year.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>	<b>Student support services</b>				
<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	We are implementing MTSS for literacy in grades K-3. This school year we will implement math, and literacy in grades K-5. We are also implementing a student support team for behavior and attendance.  We will be careful to monitor our remote only students and bring concerns as they arise to MTSS meetings as well.		Limited Development 10/28/2019		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		

<b>How it will look when fully met:</b>		<p>When this objective is fully met we will have individualized plans for all students in Tier 2 and Tier 3 for math, reading, attendance, and behavior.</p> <p>We will also monitor our student success on end of year summative assessments.</p> <p>Our goal is by June 2022 to increase our reading composite scores: K-2 to at least 65% 3-5 to at least 66%</p> <p>We also aim to increase our math composite scores by June 2022: K-2 to at least 62% 3-5 to at least 74%</p>		<b>Amy Tiller</b>	<b>06/10/2022</b>
<b>Actions</b>			<b>4 of 9 (44%)</b>		
10/28/19	Cardinal club as been revised to include attendance.	Complete 08/19/2019		Kristen Herring	08/19/2019
	<i>Notes:</i> Cardinal club is our incentive program that rewards good behavior and good attendance. Students who have over the allotted amount of absences does not get to participate in the reward incentive.				
10/28/19	Inclusive math instruction in 5th grade.	Complete 08/19/2019		Jacqueline Willis	08/19/2019
	<i>Notes:</i> Students with IEPs have been receiving math instruction using the inclusion model with a grade level teacher and EC teacher providing individualized and small group instruction based on student needs.				
10/28/19	Level 5 students were placed in 1 class to allow differentiated instruction to meet the statute.	Complete 08/19/2019		Byron Burnette	08/19/2019
	<i>Notes:</i> Students were placed in homogenous groups based off of their math EOG scores in order to provide daily instruction that is differentiated.				
10/28/19	Formation of a student support team to focus on behavior and attendance.	Complete 10/18/2019		Byron Burnette	11/01/2019
	<i>Notes:</i> The student support team has met once and will begin meeting once per month to create behavior improvement plans and strategies for improving attendance.				
10/9/20	Hold K-3 MTSS meetings. These meetings will include looking at mCLASS data to monitor student growth, address attendance and behavior, and look at other assessment data (passports, benchmarks, NC-ENSI, and NC Check-ins) to help us best meet the needs of our students.			Nanette Renegar	06/10/2022
	<i>Notes:</i>				
12/9/20	Include math in MTSS meetings to help us best meet the needs of our students.			Nanette Renegar	06/10/2022
	<i>Notes:</i>				
12/9/20	Expand MTSS meetings to include 4th and 5th grades.			Nanette Renegar	06/10/2022
	<i>Notes:</i>				
12/9/20	Explore and begin implementation of NC-ENSI for math to progress monitoring and guide interventions.			Nanette Renegar	06/10/2022
	<i>Notes:</i>				
12/10/20	Implement small group math with regular spiral reviews for math instruction. 2-5 grades will use a spiral math review and K-1 and II will spiral through math concepts through morning meetings/circle times.			All team members	06/10/2022
	<i>Notes:</i>				
<b>Implementation:</b>			10/09/2020		
	<i>Evidence</i>	10/28/2019			
	<i>Experience</i>	10/28/2019			
	<i>Sustainability</i>	10/28/2019			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Implementation of the Second Step Social and Emotional Learning Curriculum and limited and intentional implementation of zones of regulation.	Limited Development 10/28/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<b>How it will look when fully met:</b>		<p>This objective will be fully met when we are able to identify student needs based on data received from the Second Step program and zones of regulation. Then students will be able to receive individualized instruction and support regarding their emotional needs.</p> <p>We will also ensure that Inclusion/Awareness Training has been offered to staff to help support inclusion in our school.</p>		<b>Ashley Cooper</b>	<b>06/10/2022</b>
<b>Actions</b>			<b>1 of 4 (25%)</b>		
	10/28/19	Continued implementation and monitoring of Second Step program and zones of regulation.	Complete 06/05/2020	Kristen Herring	06/01/2020
	<i>Notes:</i>	Students are presented the Second Step information at a minimum 1 time per week. This will be reviewed and monitored throughout the year.			
	10/9/20	Implement Second Step program with fidelity in all kindergarten through 5th grade classrooms.		Ashley Cooper	06/10/2022
	<i>Notes:</i>	Check-in with SIT leader at monthly meetings			
	10/9/20	Increase teacher training (in house) on the Zones of Regulation		Jacqueline Willis	06/10/2022
	<i>Notes:</i>				
	10/12/20	Have our II staff train other teachers on effective Inclusion/ Awareness training.		Sarah Floyd	06/10/2022
	<i>Notes:</i>				
<b>Implementation:</b>			10/09/2020		
	<b>Evidence</b>	6/11/2020 Lesson plans from teachers and assembly agendas from Mrs. Herring.			
	<b>Experience</b>	6/11/2020 We received the grant to purchase the program. We purchased it and implemented it. Our teachers and students enjoyed it.			
	<b>Sustainability</b>	6/11/2020 We need to refine the teaching process of the curriculum and become more consistent with its implementation. This must become a school wide and consistent implementation.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Pink and Blue cards stating students reading level, math level, behavior, mental health, additional services such as Title 1, EC, 504, CARE Team, MTSS.</p> <p>PreK transition meetings.</p> <p>Kindergarten registration, screening, kindergarten camp, staggered entry.</p> <p>Next grade classroom visits where students visit the rooms of the grade they will attend next year.</p> <p>IEP snapshots provided to teachers from EC staff.</p> <p>Middle School transition meetings for EC students.</p> <p>Middle School visits for 5th grade students.</p> <p>II transition meetings for Middle School and for transition to general education.</p>	Full Implementation 10/28/2019		
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<i>Initial Assessment:</i>		Link to District Improvement Plan  <a href="https://drive.google.com/a/haywood.k12.nc.us/file/d/1OGCVG-VWOW0Tif_OX38Ga4j7q7DJJRLF/view?usp=sharing">https://drive.google.com/a/haywood.k12.nc.us/file/d/1OGCVG-VWOW0Tif_OX38Ga4j7q7DJJRLF/view?usp=sharing</a>  This goal will be monitored throughout the school year and reviewed at the May SIT meeting.	Full Implementation 08/05/2019		
<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		This goal will be monitored throughout the school year and reviewed at the May SIT  Link to SIP meeting. <a href="https://docs.google.com/document/d/1zBugnjnGDIGsTYIGE0oAFNgGArkO_1Gm4t3IH00__MI/edit?usp=sharing">https://docs.google.com/document/d/1zBugnjnGDIGsTYIGE0oAFNgGArkO_1Gm4t3IH00__MI/edit?usp=sharing</a>	Full Implementation 08/05/2019		
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		link <a href="https://docs.google.com/spreadsheets/d/1pfmjv9qSsaeMU688_B9sB_zurvODExu7R4UmLvCvE/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1pfmjv9qSsaeMU688_B9sB_zurvODExu7R4UmLvCvE/edit?usp=sharing</a>  This goal will be monitored throughout the school year and reviewed at the May SIT meeting.	Full Implementation 08/05/2019		
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<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's and Assistant Principal's Observation Schedules linked  This goal will be monitored throughout the school year and reviewed at the May SIT meeting.	Full Implementation 08/05/2019		
<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, we are using formal teacher observations to provide feedback for improvement to teachers. In the past we have used subgroup data to drive professional development offerings to prepare our teachers for instructing diverse learners.	Limited Development 08/05/2019		

<p><b>How it will look when fully met:</b></p>	<p>We will monitor our reading and math data in K-5.</p> <p>We will maintain or increase our student performance in subgroup areas by June of 2022.</p> <p>EL Math- 66% and Reading- 45%</p> <p>EC Math- 38% and Reading 8%</p> <p>Economically Disadvantaged Math- 65% and Reading 47%</p> <p>We will focus one vertical alignment, implement a power block, collaborate with support personnel, use mCLASS to monitor reading progress K-3, and use EL support systems and personnel.</p> <p>Due to the impact of Covid closures and changes, the role of our Title I staff has been changed. Teachers are now implementing even more small group times to help meet the needs of each of their students. A small group math approach will be a focus.</p>		<p>Erin Horton</p>	<p>06/11/2022</p>
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<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>10/9/20</p>	<p>Create schedule to include power block. Conduct check-ins with staff to assess effectiveness of power block Modify as problems/schedule conflicts arise.</p>		<p>Byron Burnette</p>	<p>06/10/2022</p>
<p>Notes:</p>	<p>This is something that will not change quickly. We will need to assess this year regularly and then modify when the time is right- at appropriate transition times throughout the year and into next year's master schedule.</p>			
<p>10/9/20</p>	<p>Use mClass to monitor reading progress K-3</p>		<p>Nanette Renegar</p>	<p>06/10/2022</p>
<p>Notes:</p>	<p>Administer various mCLASS assessments to all K-3 students throughout the year to include: -baselines for every student -MOY levels for every student -EOY levels for every student -Regularly progress monitor (amount will vary by student based on level of baseline and MOY assessments)</p> <p>Use data points gleaned from assessments in MTSS meetings and teacher planning meetings to create intervention AND enrichment plans.</p>			
<p>10/9/20</p>	<p>Create system/meetings for effective vertical alignment in reading standards</p> <p>Should include a focus on K-2 Foundations Language so all grade levels (even upper) are aware of what students are learning and agendas to reflect focus</p>		<p>Kevin Drury</p>	<p>06/10/2022</p>
<p>Notes:</p>				
<p>12/10/20</p>	<p>Purchase and monitor use of materials and resources to help support EL students. To include Imagine Learning Program, BrainPOP! EL, and our wonderful EL teacher (Lori McLeod).</p>		<p>Byron Burnette</p>	<p>06/10/2022</p>
<p>Notes:</p>				
<p>12/10/20</p>	<p>Incorporate Second Step Skills for Learning (focus attention, self talk, listen, and be assertive) during daily lessons to decrease distractions and disruptions during daily learning.</p>		<p>All team members</p>	<p>06/10/2022</p>
<p>Notes:</p>				

<p><b>Core Function:</b></p>	<p><b>Dimension C - Professional Capacity</b></p>				
<p><b>Effective Practice:</b></p>	<p><b>Talent recruitment and retention</b></p>				
<p><b>KEY</b></p>	<p><b>C3.04</b></p>	<p><b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>

<p><i>Initial Assessment:</i></p>	<p>Jobs are posted on Teachermatch and through this site resumes and applications are collected and reviewed. Interviews are conducted, qualifications and references are checked. Candidate is offered employment. Induction is completed through HR office and board approves. New employee begins work.</p> <p>HCS has hired David Curtis as a recruitment coordinator. He goes to job fairs and local universities to recruit prospective teachers.</p> <p>HCS gives gifts to employees at the 5, 10,15, 20, 25, and 30 years of employment marks.</p> <p>State and local bonuses given for exemplary student achievement.</p> <p>Local supplement given from HCS in March of each year.</p> <p>Instructional coaches are provided for teachers who are new, new to HCS, or new to grade level.</p> <p>This goal will be monitored throughout the school year and reviewed at the May SIT meeting.</p>	<p>Full Implementation 08/05/2019</p>		
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<p><b>Core Function:</b></p>	<p><b>Dimension E - Families and Community</b></p>
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<p><b>Effective Practice:</b></p>	<p><b>Family Engagement</b></p>
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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
<p><i>Initial Assessment:</i></p>		<ul style="list-style-type: none"> <li>• Weekly All-calls</li> <li>• Agenda Books</li> <li>• Monthly Newsletters</li> <li>• Classroom Newsletters</li> <li>• Parent Conferences</li> <li>• Progress Reports/Report Cards</li> </ul> <p>This goal will be monitored throughout the school year and reviewed at the May SIT meeting.</p>	<p>Full Implementation 08/05/2019</p>		