

Comprehensive Progress Report

Mission:

To provide a student-centered environment that will develop and foster a lifelong appreciation of love and understanding of learning.

Vision:

Desire to learn, learn to dream, dream to achieve.

Goals:

1. John Small School will create and maintain a healthy, safe, respectful, and responsible educational environment for all students, staff, parents, and community members.
2. John Small Elementary School will increase proficiency in ELA, Math and Science by 10% as measured by the North Carolina End of Grade assessments.
3. John Small will ensure each student is prepared socially, emotionally and academically to transition to the next grade level and school.
4. John Small School will analyze data through content PLC's and Problem Solving Team meetings on a weekly basis to drive core instruction. Professional development will be offered to support teachers in the implementation of core instruction and research based interventions through our site based coaches.
5. John Small School will maintain consistent communication with families and stakeholders to ensure students and families are provided the tools to ensure academic growth and student success.



! = 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:

At JSS, we employ the following strategies to create and maintain a healthy, safe, respectful, and responsible educational environment for all students, staff, parents, and community members.

- 1) Use tickets for individual student rewards.
- 2) Use Golden Eggs for classroom rewards to create school-wide, cross grade level camaraderie
- 3) Maintain SOAR Store so students can exchange tickets for rewards
- 4) Daily behavior chart/matrix in classrooms
- 5) Recognize students on school-wide weekly broadcast using Eagle Notes
- 6) Recognize Teacher of the Month
- 7) School-wide special events to reinforce positive behavior.
- 8) Have a Character Education class bi-weekly
- 9) After School Plus program
- 10) Provide state PD to PBIS committee members
- 11) Daily reminder of SOAR on announcements
- 12) Wright Flight program (5th Grade)
- 13) Mailbox intervention with School Counselor

Limited Development
10/29/2018

How it will look when fully met:	<p>When this objective is fully met, it will be evidenced by:</p> <p>Discipline data from Educators Handbook, attendance at performances and events, SOAR Store inventory and number of tickets exchanged in the Store, participation in Character Ed classes, participation in Cornerstone After School, staff participation in state PBIS PD opportunities</p>		Debbie Stribling	06/10/2021
Actions		0 of 2 (0%)		
10/29/18	Continue to assess discipline data after Golden Egg initiative has started for the 2020-2021 school year. The data will be discussed at the monthly PBIS meetings.		Debbie Stribling	06/05/2021
<i>Notes:</i>				
9/10/19	Students who have received three office referrals will be referred to the problem solving team to discuss strategies to be used with this student. Once a child has been in ISS for three visits then parents will be asked to come in for a mandatory conference with the student, teachers, and administration.		Debbie Stribling	06/05/2021
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Instructional teams are meeting weekly to develop units of instruction at each subject and grade level. All subject areas will use DPI pacing or module guides to lead them in pacing their instruction in the classroom.	Limited Development 02/25/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully met, it will be evidenced by: Teachers aligning lesson plans and units of study according to DPI pacing guides and Wit and Wisdom module guides. Professional development continues to be offered monthly. Professional Development Session sign-ins, Lesson plans, Weekly PLC agendas/meeting minutes, Long-range planning guides		Keith Mitchell	06/05/2021
<i>Actions</i>			1 of 2 (50%)		
	12/10/18	Content Teams will assess pacing after each NC Check-In	Complete 06/11/2019	Keith Mitchell	11/30/2020
		<i>Notes:</i>			
	9/10/19	Math-Weekly PLC meetings with unpacking standards ELA-Follow Wit and Wisdom modules with fidelity Science-Follow new pacing that is aligned with the NC Check-Ins		Lesley Holley	06/05/2021
		<i>Notes:</i>			
<i>Implementation:</i>			09/09/2019		
	<i>Evidence</i>	6/11/2019 Math EOG scores are not available at this time so we are not able to look at our school growth for that subject area. ELA scores for both fourth and fifth grade have come up from the previous school year.			
	<i>Experience</i>	6/11/2019 PLC teams met weekly to discuss curriculum being taught and the success of the curriculum by using data from NC Check Ins, I-Ready, and Schoolnet test. Teachers were able to adjust content based off of data and students success.			

Sustainability	6/11/2019 PLC teams will continue to meet to discuss data weekly to ensure that all students needs are being met. Teachers will continue using NC Check Ins, I-Ready, and teacher made schoolnet to focus on certain standards. Students will also use a data folder to help track their individual data to hold them accountable and so they can see their success rate.			
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	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
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Initial Assessment:

John Small currently has a tiered instructional system in place.

- 1)EVAAS Focus in Professional Learning Communities
- 2)Weekly After School Collaborative Planning Sessions
- 3)Weekly PLC's with a focus on data analysis, reflection, and professional development.
- 4)Core programs in reading and math
- 5)Supportive programs and teaching strategies include: ESL, Language!, AIG
- 6)Assessment differentiation, progress monitoring, 504 plans, LEP plans, and IEPs.
- 7)Student focus on growth as evidenced through data spreadsheet and individual student data folders
- 8)Character Education Classes for all students
- 9) New initiatives to the PBIS School wide program
- 10) iReady as an intervention program
- 11) Optional differentiated Professional Development for teachers
- 12) Full time AIG position focused on growing and nurturing our highest students.
- 13) Full time ESL teacher focused on growing and nurturing our LEP students
- 14) MTSS implementation
- 15) 45 minute block of enrichment/remediation block built into daily schedule
- 16) Enriching Clubs to support student success: Lego Robotics, Battle of the Books, Math Club, Art Club, Chorus, Yearbook

Limited Development
02/25/2016

How it will look when fully met:	<p>When this objective is fully met, it will be evidenced by:</p> <p>Increased proficiency in ELA, Math and Science by 10% as measured on the End of Grade assessments.</p> <p>Completion of MTSS Modules 1 & 2</p> <p>Training in MTSS Module 3</p>		Keith Mitchell	06/05/2021
Actions		0 of 4 (0%)		
9/11/19	Staff will be trained in MTSS Module 3 by full time MTSS Coach-Emily Bland		Emily Bland	06/05/2021
<i>Notes:</i>				
9/11/19	Staff will utilize Google Classroom into their weekly lessons to help deliver and design personalized instruction to all students in core classes.		Keith Mitchell	06/05/2021
<i>Notes:</i>				
9/11/19	Core teachers will use small group instruction at least 4 times per week to help differentiate their lessons so that all learners will be exposed to small groups.		Keith Mitchell	06/05/2021
<i>Notes:</i>				
9/11/19	MTSS Coach will conduct bi-weekly data meetings with the Problem Solving Teams during PLC's.		Emily Bland	06/05/2021
<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>			<p>John Small School staff strives to meet student social/emotional needs through the following practices:</p> <ol style="list-style-type: none"> 1) PBIS team aggregates data monthly and presents to staff to identify Tier 2 and Tier 3 students 2) PBIS team trains staff throughout the year 3) Students receive bi-weekly Character Education classes 4) ACES (Adverse Childhood Experiences) training 5) Zones of Regulation 6) Backpack pals 7) Hello Initiative 8) Counselor Referrals 	Limited Development 02/25/2016		
			<p>Priority Score: 2 Opportunity Score: 2</p>	Index Score: 4		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, it will be evidenced by:</p> <p>John Small Elementary School discipline referrals and out of school suspensions will decrease by 5% from the previous year.</p> <p>Other evidence will include:</p> <ol style="list-style-type: none"> 1) Educators Handbook data 2) Functioning PBIS team and plan in place 3) Character Education and Second Step resources 4) Eagles Wings to provide food for Backpack pals 	10/29/18	Catherine Poage	06/07/2020
Actions						
			<i>Notes:</i>			

Implementation:			10/29/2018		
Evidence	4/10/2017 ODR data, curriculum materials, student behavior sheets, email correspondence, parent letters/permission slips				
Experience	4/10/2017 Guidance has collaborated with admin and teachers to establish protocols and interventions for at-risk students. Students have shown a decrease in office referrals since attending these interventions.				
Sustainability	4/10/2017 Ongoing review of ODR data, ongoing communication between school admin, teachers and guidance counselor, sustain relationships with community partners, sustain programs that have proven to be successful.				
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:		<p>John Small ensures each student is prepared socially, emotionally and academically to transition to the next grade level and school.</p> <p>Transition from 4th-5th grade:</p> <ol style="list-style-type: none"> 1) Continue to implement Language! in the EC resource classrooms 2) Continue to follow the NCDPI Frameworks for Math 3) Continue to follow Wit and Wisdom modules 4) PBIS: Continue to add positive initiatives to our PBIS program 5) MTSS: Continue to monitor students identified as at-risk in any areas 6) Planning community family events with Eastern Elementary School and John Cotten Tayloe <p>Transition from John Cotten Tayloe Elementary School to John Small Elementary School</p> <ol style="list-style-type: none"> 1) Visitation of 3rd graders to John Small School 2) 3rd grade students and parents will visit JSS and meet the teachers, learn about 4th grade curriculum, extracurricular activities and also hear from a student panel 	Limited Development 10/29/2018		

3) Teachers meet to discuss student data, and student needs (social, emotional, academic)

4) Collaborate to share student data, individual student needs for next year

5) EC transition meetings to discuss student IEP's and goal setting

Transition from John Small Elementary School to PS Jones Middle School

1) Collaborative meeting between schools to prepare for upcoming IEP meetings and the transition of EC students from elementary to middle school

2) 5th grade tour of PSJ facility, meet the teachers and listen to a student panel

3) Teachers will meet to discuss student data, and student needs (social, emotional, academic)

4) Collaborate to discuss student data, individual student needs for next year

5) Middle School Prep Notebook to help with transition

6) Data Notebooks that follow the student with their individual data (I-Ready, Schoolnet, NC Check-Ins, EOG)

7) Band Observation days at PSJ to be used as an incentive to promote PBIS and the arts

8) EC transition meetings to discuss student IEP's and goal setting

How it will look when fully met:	<p>John Small will ensure each student is prepared socially, emotionally and academically to transition to the next grade level and school.</p> <p>When this objective is fully met, it will be evidenced by:</p> <ol style="list-style-type: none"> 1) Collaboration among Washington City School teachers and administration 2) Continuation of core curriculum 3) Continuation of PBIS 4) MTSS ongoing training to support teachers and students 5) Continuation of Professional Development to support the implementation of the Core programs 		Keith Mitchell	06/05/2021
Actions		0 of 1 (0%)		
12/10/18	Washington City Admin and teachers will meet at the end of the year to discuss students needs, address areas of strength and concern.		Keith Mitchell	06/07/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has an LEA Support and Improvement Team that consists of individuals that provide assistance with lessons, instructional support, and school improvement advice and monitoring. This team participates in SIT meetings, IEP meetings, PLC's, and within classrooms and with administration as needed.	Full Implementation 10/29/2018		
	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:	John Small School leadership teams (SIT and MTSS) meets twice monthly to discuss whole school improvement. The SIT team meets the second Monday of every month and the MTSS team meets the fourth Monday of every month. Teams analyze data, discuss school-wide goals, establish best practices to support Tier 2 and Tier 3 students as well as develop support plan for individual students as needed.	Full Implementation 10/29/2018		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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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Initial Assessment:	John Small School has established a schedule for school-wide PLC's, planning meetings, Staff, SIT, MTSS, PBIS, Grade Level and Committee meetings. The staff operates by following the Master Schedule and the Duty Schedule as voted on by SIT. All teachers have a 60 minute planning period per day to collaborate with team teachers.	Full Implementation 10/29/2018		
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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
<i>Initial Assessment:</i>		John Small School leadership follows the NCEES evaluation schedule to observe all staff members per their renewal cycle. Administrators do walk through observations daily and provide feedback to staff. Administrators have requested all teachers complete a Peer Observation with feedback once a marking period.	Limited Development 03/24/2016		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, it will be evidenced by:</p> <p>The administration will conduct formal and informal observations and will provide feedback on lessons being taught. This will be done through paper copy and digitally. Each teacher will receive a drop-in and feedback twice a month.</p> <p>Other Evidence will include:</p> <ol style="list-style-type: none"> 1) Walk through forms 2) Weekly walk through with feedback 3) Formal Observations 4) Peer Observations (cross grade level and content area encouraged) 5) Observation Schedule 6) Weekly leadership meetings 		Keith Mitchell	06/05/2021
<i>Actions</i>			0 of 1 (0%)		
	12/10/18	Principals will meet to develop a calendar or daily schedule to spend a time each day within classrooms.		Debbie Stribling	06/07/2021
<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
<p><i>Initial Assessment:</i></p>			<p>John Small School analyzes data on a daily basis to drive core instruction. Professional development is offered to support teachers in the implementation of core instruction and research based interventions.</p> <p>Implementation efforts include:</p> <p>1) School-wide Data Spreadsheet to track student data:</p> <ul style="list-style-type: none"> • EOG scores, Projected scores, iReady diagnostics, NC Check-Ins <p>2) Students track data in individual data notebooks that follow fourth graders:</p> <ul style="list-style-type: none"> • iReady, NC Check-Ins, School Net, Common Formative Assessments, Class and Individual Goal Setting <p>3) PBIS team tracks school-wide discipline data</p> <p>4) Exceptional Children's supplemental programs track daily use of Language!</p> <p>5) Biweekly Problem Solving Team Meetings to discuss struggling learners and ways to help them succeed.</p>	<p>Limited Development 04/14/2016</p>		

How it will look when fully met:	<p>When this objective is fully met, it will be evidenced by:</p> <p>Teacher and Student Data notebooks/spreadsheets including data from the following sources:</p> <ol style="list-style-type: none"> 1) iReady 2) EVAAS 3) Educators Handbook 4) NC Check Ins 		Keith Mitchell	06/07/2021
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Actions		0 of 1 (0%)		
12/10/18	Teams will analyze data quarterly and determine the effectiveness of their instruction based on check-in data.		Lesley Holley	06/07/2021
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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	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
Initial Assessment:			<p>Beaufort County Schools and John Small School make it a priority to promote positive initiatives within our school and district.</p> <p>Implementation efforts include:</p> <ol style="list-style-type: none"> 1) Teacher of the Month 2) Staff Eagle Notes 3) Monthly luncheons 4) Events hosted by hospitality committee 	Full Implementation 11/28/2018		

5)Participation in teacher and staff recognition events :

Cafeteria Worker Appreciation Day

National Counseling Week

Administrative Assistant Day

Principal Day

Teacher Appreciation Week

Bus Driver Appreciation Week

Sunshine Committee (Hospitality)

John Small School will provide positive recognition for staff members during the 2019-2020 school year as measured by the EOY staff survey.

Strategies to Achieve Objectives/Resources Needed:

1)Participation in teacher and staff recognition events :

Cafeteria Worker Appreciation Day

National Counseling Week

Administrative Assistant Day

Teacher Appreciation Week

Bus Driver Appreciation Week

2)Use PBIS Eagle Notes to reward staff for positive behaviors

3)Ongoing incentives and appreciation including Teacher of the Month, monthly staff luncheons, hospitality

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:

John Small school maintains consistent communication with families and stakeholders throughout the year.

Implementation efforts include:

- 1) Weekly updates via Blackboard Connect phone calls and email
- 2) Updates and school news shared on school website and Facebook
- 3) Curriculum Nights (three times a year)
 - Title 1 Hearing and Curriculum Night in September
 - Report Card pick-up for 1st and 2nd marking period
- 4) VIP Breakfast
- 5) Family Bookfair events
- 6) PTA Meetings
- 7) Winter Wonderland
- 8) Living Wax Museum
- 9) Communication Folders
- 10) Progress reports every 3 weeks
- 11) Wright Flight
- 12) Parent letter from NC Tools4Teachers to explain each new math cluster
- 13) Student led data meetings with parents and teachers to discuss personalized data
- 14) Google Classroom being utilized school wide
- 15) Family Math and Stem Night
- 16) Community movie Night with Eastern Elementary and John Cotten Tayloe

Full Implementation
10/29/2018