

Our Direction

Pisgah Forest Elementary School

Date of Report: 1/31/2019

Vision:

Prepare productive citizens

For lifelong

Educational

Success

Values:

The ROCKS acronym is part of our Positive Behavioral Interventions and Support (PBIS) model, and stands for:

Responsibility

Organization

Citizenship

Kindness

Successful school for all students and teachers!

Mission:

Pisgah Forest Elementary will work together with parents and community to meet the needs of all students, empowering them to become respectful and productive in society.

Goals:

- Provide a high quality educational environment that is safe and fosters growth in each child.

Performance Measure(s)

Performance Indicator: Measures of progress towards this goal can be seen in the increase in student achievement using a variety of data sources and a systematic approach to addressing student behavior to decrease unsafe behaviors. Digital Data Walls saved in the team drive for each grade level is used to monitor achievement data over time.

Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Student Outcome Data:

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Facilities and technology

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Family Engagement

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)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)