

Comprehensive Progress Report

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.

Prepare productive citizens

Vision:

For lifelong

Educational

Success

Goals:

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



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

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>		PFE uses MTSS in order to provide students with appropriate levels of intervention and instruction based on independent needs. However, the current focus mostly involves reading interventions. Lower grades feel as though math needs to be more of a priority through the tier system, and fifth grade feels as if students are not prepared with enough prior-knowledge background in science. This year there will be teacher representatives from each grade level on tier 3 team.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		Interventions will be focused on the individual needs of students across all tiers for academic, social, and emotional support.		Tonya Treadway	06/11/2021
Actions			5 of 9 (56%)		
9/23/19	Train teachers and implement new MTSS guidelines using district mandated protocol.		Complete 10/08/2019	Mike Kirst	10/08/2019
<i>Notes:</i> Progress Note 12/4/19: All PLC teams have participated in two formal trainings on how to use form to write tier team referrals/plans. Tammy Morris provided formal trainings and Mike Kirst/Stephanie Sizemore have worked with individual teachers to gather needed data and write goals. Tier 3 meetings are being scheduled as needed.					
10/18/19	Investigate universal screener and interventions for math instruction.		Complete 01/10/2020	Sabrina Shook	06/12/2020
<i>Notes:</i> Sabrina Shook and Paige Capps will work together on finding a math screener and math interventions (research based).					
Progress update 2/10/2020 - iStation Math to be used universal math screener/interventions.					
Progress Note 6/8/20: Goal partially met. iStation Math screener used in grades 3-5 for spring 2020. Intervention instruction assigned to individual students but minimal data gathered due to school closures on March 13th.					

1/14/19	<ol style="list-style-type: none"> 1. Ensure tier two interventions at each grade level are based on student data collected from mClass, quarterly benchmarks, and other formative assessments. 2. Ensure human resources are utilized to support intervention groups with research-based instructional practices. 3. Ensure tier two meetings take place at six-week intervals to update tier plans and re-group students based on identified needs. 	Complete 06/08/2020	Mike Kirst	06/12/2020
<p><i>Notes:</i> Kindergarten identifies students at mid-year mClass assessments to identify ELA needs and provide necessary interventions in reading. First grade allows lower readers to participate in two 20 minute guided reading blocks for additional instruction and provides a dedicated writing time in the afternoons. Second grade provides writing and reading interventions to students identified using formative assessments and mClass reading data. All K-2 classes use Lucy Calkins writing program for core instruction (tier one). Third grade uses instructional assistants for reading interventions (SRA and Spotlight on Comprehension), and also provide math and ELA enrichment. Fourth grade also uses instructional assistants for reading interventions (Connecting Concepts), math interventions (Number Worlds), and math enrichment (along with AIG teacher). Teachers differentiate core math instruction. Fifth grade also utilizes instructional assistants for math and ELA interventions (Number Worlds and Connecting Concepts).</p> <p>Progress Update 3/11/19 - Next steps will include a system for teachers to see the work being completed in intervention groups with instructional assistants/support staff.</p> <p>Progress Update 10/14/19- New MTSS form has been implemented district wide and training has been provided to all teachers during PLC meetings (Kirst/Morris). Oct. 8, 2019- Teachers began updating Tier plans using MTSS form.</p> <p>Progress Update 2/10/2020 - More collaboration and communication through a clear process to support students academically, behaviorally, and socially/emotionally. Online, so will move with students as they progress grade-to-grade and school-to-school. PFE will have a plan on how to handle that. Helps with adherence to new laws coming July 2020, MTSS can help pave groundwork for EC referral. Upcoming Support Needed: problem identification, writing a SMART goal, knowing interventions to use for students, and progress monitoring/data points for those interventions. PFE intervention and</p>				

progress monitoring toolbox that is more user friendly? What PD for staff when it comes to interventions and PM? Online modules could be split up among certain staff to dissect, then spread to others. Small group rotations on early release day to choose which PD/support you need (who could lead small groups from what trainings?-take the module relevant to what you'll speak on to speak from MTSS for structure of how to go about it/guide you. Team situation, include EC teachers because of their background knowledge. Divide and conquer to lay the initial foundation. Start with a rough outline, then progress to plugging in people who will teach.

Progress Update 6/8/2020 - Tier two interventions were put in place using available data from iStation, NC Check-Ins, BOG scores, and other formative assessments. Instructional Assistants and Reading Specialists were utilized to deliver targeted interventions at each grade level. SRA Corrective Reading, LetterLand Intervention, Wilson Reading, Connecting Math Concepts, and Number Worlds are some of the research based instructional strategies utilized in small groups. Tier 2 meetings were held every 6 weeks to update tier plans and adjust instructional delivery methods.

1/14/19

Conduct MTSS tier 3 team meetings bi-weekly to case manage students needing intensive interventions, and works collaboratively to allocate resources, make referrals for evaluation as needed, and provide SIT with feedback regarding any gaps or outstanding needs.

Complete 06/08/2020

Mike Kirst

06/12/2020

Notes: PFE utilizes a Multi-Tiered System of Supports (MTSS) to problem-solve and guide decision making based on student data for academic, social, and emotional interventions. Tier 3 Team which is led by the school counselor, instructional coach, and school administration, along with teacher representatives and EC teacher, and parents. This team has a defined protocol in place for each person's role and responsibilities. Tier 2 team is comprised of each grade level team and the instructional coach. There is a process in place for each tier level and determination of how student referrals are made using student performance data.

Progress Update 3/11/19 - Will continue to maintain this practice.

Progress Update 10/08/2019- PLC teams worked with Sizemore to write tier plans and submit MTSS form for those needed. Will check progress monitoring data in 6 weeks and update plans.

Progress Update 6/8/2020 - Tier 3 meetings were held bi-weekly throughout the year to determine progress made. Re-allocation of resources took place accordingly (ex. recommendations for how to support students with processing problems were made by EC teachers). Four students were referred for evaluation. Gaps and outstanding needs were identified and included the need for universal screeners, additional professional development for all staff (MTSS), and clarification of best practices for documenting tier intervention data (MTSS district form).

1/14/19 PFE will utilize/document tier two behavior interventions to focus on re-teaching expected behaviors, minimize lost instructional time, and provide students with coping skills to learn to self-manage behaviors.

Complete 06/08/2020

Mike Kirst

06/12/2020

Notes: School administration and the PBIS team are working collaboratively with the school counselor, the at-risk coordinator, and the EC teacher/behavioral specialist (PRC-29) to consult with teachers and case manage students identified at the tier two level for behaviors that interrupt instructional delivery in the general education setting and routinely warrant time out of the classroom.
 A student moves to tier three when tier two interventions are not effective.
 Classroom and office referrals are made by teachers using a Google Form. School administration also documents office referrals in PowerSchool for the purposes of data analysis.

Progress Update 3/11/19 - Tier two test cases were completed by having teacher consultants, Assistant Principal, PBIS chair, and Counselor together to create tier two behavior plans. More tier two plans are being created, as opposed to going straight from tier one to tier three.

Progress Update 6/8/2020 - Restructuring of school wide disciplinary practices supported efforts to intentionally reteach expected behaviors. Tier 2 interventions were embedded in this plan including "Bounces", cool down areas, Check- In and Check-Out with staff members, etc. PBIS Team created lesson plans to teach specific character traits each month and encouraged the use of mindfulness videos from Class Dojo. Guidance counselor provided instruction for all classes about coping skills and how to self-manage behaviors.

11/29/20 MTSS team will meet monthly to participate in training and guide teams in implementation. Focus will be on CORE (Tier 1) instruction using Core Problem Solving Plan.

Stephanie Sizemore

06/08/2021

Notes: Update 11/23/2020: MTSS team completed 3rd training session led by S. Merrill and T. Greenawalt. All Core Problem Solving plans reviewed last week in team meetings. Data was provided to determine progress made in first quarter. Tier Plan Analysis for all teams scheduled for Dec. 4th (1:00-3:00). Diagnostic tools that will be used include NC check-ins, IXL, iStation, Cluster Assessments by grade level.

1/23/19	<p>1. Implement Letter Land phonics curriculum for all students in grades K-2 as part of core tier 1 instruction for all students.</p> <p>2. Increase teacher capacity to understand and respond to student results on WIDA/ACCESS testing to better meet student needs in Tier 1 instruction.</p>		Stephanie Sizemore	06/12/2021
---------	--	--	--------------------	------------

Notes: Our ESL population is continuously growing and changing such that we have English Learners entering English-speaking school for the first time in all grades, not just kindergarten. We need additional supports and resources to support this subgroup, including additional training for staff, additional tools and strategies to support EL students, and core curriculum that will meet the needs of ALL of our students including EL students. Letter Land phonics is a multi-sensory program with enhanced visuals and visualization strategies for early readers that has proven to be more effective with EL students than other early phonics programs. We plan to implement this in kinder in 2018-19, expand to 1st grade in 2019-20, and 2nd grade in 2020-21.

Progress Update 3/11/19 - Kindergarten is successfully implenting Letter Land, and this cohort will continue with this curriculum in first and then second grade. First grade is currently taking an inventory of Letter Land instructional supplies to budget and order for next year's implementation. Data and Accountability committee has met and will pursue professional development regarding ESL, WIDA, etc for the coming school year. Additional ESL teacher will be hired for the 2019-2020 school year.

Progress Note Sept. 23, 2019: Teachers in grades kinder and first have attended Letterland Training in the summer of 2019 for continued implementation with fidelity.

Progress Update 6/8/2020 - Step 1 of goal was partially met. Four out of five SIOP training sessions were completed (last session cancelled due to COVID 19 school closure). Step 2 of goal partially met due to COVID-19 school closures. Will continue in 2020-2021 school year. Second grade teachers participated in online LetterLand training on May 28th in preparation for the 20-21 school year. Kindergarten and first grade teachers noted on data walls pacing completion as of March 13th for planning purposes (COVID-19 school closure).

1/23/19	<p>1. Teachers will use data from mClass/iStation, Benchmarks, and EVAAS to understand and set appropriate learning targets for each child.</p> <p>2. Teachers will design lessons that are responsive to data and adjust core instructional planning.</p>		Stephanie Sizemore	06/12/2021
<p><i>Notes:</i> Benchmark assessments are given to students in grades 3-5 and can be correlated to EOG data provided by EVAAS. The instructional coach has worked with teachers during PLC meetings to analyse data using a data wall. Teachers will work through a 'data dive' process on one of the early release days comparing the second benchmark scores (grades 3-5) and EVAAS data to plan how best to adjust core instructional plans. K-2 teachers would also complete a process using mClass data and EVAAS data but without projections (not provided by EVAAS) they will use case study history to determine what is the best instructional plan for them.</p> <p>Progress Update 3/11/19 - Staff completed a "Data Dig" on February 15 as professional development which encouraged changes, updates, and adjustments to instructional strategies and resource allocation (time management, etc).</p> <p>Progress Update 6/8/2020 - Goal not met due to COVID-19 school closures. Will continue in 2020-2021 school year.</p>				
11/29/20	<p>Teachers will investigate instructional practices that support CORE instruction. Areas of note include writing process, outdoor education, and integrated units of study.</p>		Tonya Treadway	06/08/2022

Notes: Update 11/09/2020: Teams brainstormed areas of focus that support CORE instruction. Below are areas of focus:

1. Agreed to review the TCS pacing guide for writing and investigate k-5 structures to support writing process. Lucy Calkins was used with k-2 over the last few years with minimal progress (noted difficulty with implementation). Thinking Maps considered for future PD opportunity (second semester). Prewriting step needs to be emphasized (supported SIOP strategy) and first draft should be completed using pencil/paper. Final drafts can be completed digitally. Will revisit in December SIT meeting.
2. Integrated Units of instruction: Teams will work collaboratively to build integrated units of instruction to increase student engagement, relevance, and mastery of content. PLC meetings will take place monthly to unpack standards and identify opportunities for planning units.
3. Outdoor Education: Continue to build interest with science content with outdoor education opportunities. Should be reflected in lesson plans.

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
-----	-------	--	------------------------------	--------------------	--------------------

Initial Assessment:

PFE staff members care for the well-being of students but are not adequately prepared to support those students who are dealing with more serious issues. Teachers work with the school counselor with large group lessons for classroom support, provide small group sessions based on individual needs, and one-on-one meetings to better address these needs for students. Local mental health agency (meridian) is provided space in the school to support student needs and the counselor helps teachers and parents with the referral process as needs are identified. The Day Treatment program is also utilized for students who are in need of more intensive counseling services. 2018-19 is PFE's first year hosting the district day-treatment program to help students learn coping skills and positive behaviors to eventually appropriately manage their own emotions in a regular classroom setting.

At times students have opportunities to view Class Dojo "Big Idea" videos to learn about having a growth mindset in their regular education classrooms. Classroom groups work together as "Community Partners" to foster student leadership and mentorships throughout the school (older students partnered with younger students). Administration meets weekly along with the School Social Worker, School Counselor, School Resource Officer, and the At-Risk Coordinator to address the social-emotional needs across the student body. Interventions/behavior plans and supports are arranged based on the individual needs of each child.

Limited Development
09/10/2018

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Teachers will gain a deeper understanding of how best to support students who are dealing with adverse childhood experiences through professional development and collaboration with the counselor, at-risk coordinator, and day-treatment staff. As professional development (two early-release days), our staff will focus on becoming trauma-informed, learning to better employ effective classroom management based on the individual needs of students.			Tonya Treadway	06/12/2022
Actions			3 of 5 (60%)		
12/13/18	Teachers will implement trauma informed teaching practices to build resiliency among all members of the school community.		Complete 06/12/2019	Tonya Treadway	06/12/2019
<i>Notes:</i>					
12/9/19	Third and fifth grade classes work with local SAFE representative on Social/Emotional Lessons.		Complete 01/10/2020	Baylee Hale	01/30/2020
<i>Notes:</i> Two third grade classes began in Spring of 2019; spread to all of third and fifth grade for Fall 2019 semester.					
2/10/20	Restorative Practices team will be established and participate in extensive training to support students with social/emotional needs. (district initiative)		Complete 04/01/2020	Erica Starr	06/02/2020
<i>Notes:</i> 2019-2020: Restorative Practices team members attended extensive training as part of district initiative. This team will plan and train all certified staff in 2020-2021.					
11/29/20	The restorative practices team will develop a year-long plan for professional development for all certified staff (one session per month) which scaffolds learning/implementation to reflect training.			Erica Starr	06/02/2021
<i>Notes:</i> 11/RP team has established a plan for training all certified staff. As of November we have completed 3 sessions (all certified staff). Restorative Practices Professional Development Plan: https://docs.google.com/document/d/16wjBmsFtagwzc6h7L7DSBH4IShSCYBaFr7ZqUsvQJ68/edit?usp=sharing					

11/29/20	RP Team will use universal screener for in fall, winter, and spring to gather tier 1 data for SEL. Team will analyze Universal screener data from (Student Risk Screening Scale) and other available data to determine tier 2 needs. Progress monitoring will be assessed weekly and RP team will maintain records of progress/services provided.		Tonya Treadway	06/02/2021
<i>Notes:</i> Updates 10/12/2020: All SSR data has been collected (week of Sept 28) and RP team completed analysis on 10/09/2020. ALL teachers have started doing restorative circles (Tier 1). Circles take place daily in the morning (team training for circles provided by K.Messmer). Students needing Tier 2 plans noted and team members will work with CR teachers to implement. RP team will continue to review progress monitoring data each week. Other tools utilized for implementation/progress monitoring include guidance referrals (rate), Discipline data (from google form as well as PowerSchool), check ins, behavior trackers.				
Implementation:		10/14/2019		
Evidence	10/14/2019 Teachers attended ACEs Training 2018-2019 (two full days); Behavior plans created that allow progress monitoring for referrals to counseling referrals and/or Day Treatment Services.			
Experience	10/14/2019 Reworked Behavior Management/Referral system on school wide basis to implement practices recommended by Restorative Justice framework. Implemented communication guidelines for teachers/parents to build community partnerships that support student growth (social/emotional). Admin team and MTSS team work through documentation of Tier 2 and 3 supports for at-risk students.			
Sustainability	10/14/2019 Continued growth with new MTSS framework/referral system for developing plans and progress monitoring. (Indicator A4.01)			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date

Initial Assessment:

PFE has established teacher leadership teams to support a positive working climate and culture of community (instructional leadership team, School Improvement, Family community involvement, social community, restorative practices). Grade level team meetings are inclusive of Online Learning Path teachers as well as those working in person with students. We we are working to increase capacity and equity between these two groups. Social committee has been able to organize monthly events to celebrate teachers/staff and provide encouragement (breakfast/snack carts with themes). Staff meetings have continued via Google meet and included a staff restorative circle at the beginning of the year.

The focus on this indicator is especially important with the current restrictions in place due to COVID-19.

Evidence Review:

Teacher burnout is a common occurrence in schools throughout the U.S. A study by Farber, BA (1991) indicated that between 5% and 20% of all U.S. teachers are burned out at any given time. This can result in low employee morale and high turnover. The American School Board Journal (Vail K., 2005) reported that “one-third of new U.S. teachers leave the profession during their first 3 years and almost half leave before 5 years”.

Limited Development
11/30/2020

<p>How it will look when fully met:</p>	<p>We believe the following behaviors must be present to cultivate high levels of relational trust among staff members:</p> <ul style="list-style-type: none"> ☑ genuine listening to what each person has to say and taking other people’s views into account in subsequent actions; ☑ when disagreements occur, opinions are respected; ☑ people extend themselves beyond the formal requirements of a job definition (within reason); ☑ transparency; ☑ reaching out to others; ☑ competency in core role responsibilities; and ☑ following through on commitments. <p>The Teacher Working Conditions survey will reflect an overall high rating for those indicators that relate to work climate at PFE.</p>		<p>Tonya Treadway</p>	<p>06/08/2021</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>11/30/20</p>	<p>Social committee will meet monthly to plan activities or special events to encourage and celebrate success.</p>		<p>Tammy Greenawalt</p>	<p>06/08/2020</p>
<p><i>Notes:</i> 11/09/2020 Update: SIT developed a fundraising plan to support staff (and student) celebrations. A monthly plan was created and each grade level will lead the activity. Fundraisers will be minimal and fun for both students and teachers (ex. Turkey Your Teacher for November).</p>				
<p>11/30/20</p>	<p>Instructional Leaders will meet monthly with Principal to give input to school wide planning (operational). Examples include developing master schedule, duty schedules, procedures for arrival and dismissal.</p>		<p>Tonya Treadway</p>	<p>06/08/2020</p>
<p><i>Notes:</i> *This team meets each month and made revisions to the master schedule to reflect staffing changes (teacher assistants) and the need for intervention support.</p>				
<p>11/30/20</p>	<p>A google form (survey) will be given three to four times per year to gather input regarding school culture. Data collected will review results with SIT.</p>		<p>Stefanie Tomlin</p>	<p>06/08/2022</p>
<p><i>Notes:</i> 11/30/2020 Update: Tomlin and Hale will create a google form to survey before Christmas.</p>				