

Comprehensive Progress Report

Mission:

At RES we are a family of learners and we ROAR even when no one is watching.

R - Respect , O - Organized, A - (Good) Attitude, R - Responsibility

Vision:

Ready for the Future!

Goals:

Every student will maintain a growth mindset and meet individual growth indicators on state tests.

Students will utilize proper coping skills and support systems when dealing with emotional trauma.

Home Communication will continue to expand and include multiple formats.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Some classrooms are having students gather data to track their academic and behavior progress.	Limited Development 11/11/2018		
How it will look when fully met:			<p>Students will have a system to monitor their academic and behavior progress. Students and teachers will use this information in conferences and meetings to demonstrate success or struggles.</p> <p>School will provide funds for students to have notebooks and train teachers on how best to implement a student growth mindset</p> <p>Proficiency and growth on state and local assessments will improve. This will be measured and monitored through state reports in EVAAS.</p>		Jacob Osteen	06/30/2020
Actions				0 of 3 (0%)		
11/11/18	Student Data Notebooks				classroom teachers	03/01/2019
	Notes: Students will log academic growth and behavior progress in an assigned journal or book.					
1/14/19	Training on Student-Led Conference				Robert Dinsdale	08/31/2019
	Notes: Focused on 1st-5th Grade. Principal will work on securing teachers who already do student-led conferences to show staff how it is done.					
11/11/18	Student Led Conferences				Classroom Teachers	11/20/2019
	Notes: Teachers will have students lead a portion of their yearly parent-teacher conferences					

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
Initial Assessment:			The Instructional Coach, district officials, and teachers are working to create units while learning the new curriculums put in place this year. Meetings are held monthly both between district and school officials and the instructional coach and teachers.	Limited Development 11/11/2018		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	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:			<p>Professional development is being planned to help staff understand the nature of traumas impacting students.</p> <p>Current EC staff are working with classroom teachers to develop strategies for students who struggle with social-emotional development.</p> <p>Zones of Regulation and social skills are being rolled out to those students with the most immediate needs. In turn, those practices are being carried into the regular classroom.</p>	Limited Development 11/11/2018		
How it will look when fully met:			<p>Each classroom will have:</p> <ul style="list-style-type: none">teachers who are knowledgeable and comfortable in addressing the emotional needs of all childrenteachers who implement a wide variety of strategieseffective school-wide systems for additional support for emotional needs <p>so that a student's emotional state is acknowledged and improved and optional learning can continue.</p> <p>Evidence will show in office referral reduction, reduction in classroom disruption from students identified as trauma-impacted, existence of school-wide systems of support, documentation of training.</p>		Patty Roman	06/30/2020
Actions				1 of 5 (20%)		
	11/11/18	Training on dealing with students in trauma		Complete 01/18/2019	Robert Dinsdale	01/18/2019
		Notes: Initial action will be carried out by C.A.R.E partners in January with the intention to make it an annual training/refresher.				
	11/11/18	Positive Greetings			Staff	02/05/2019
		Notes: Teachers will work to make an initial positive contact with students to start the day.				
	11/11/18	Class Lessons developed around friendship and emotions			Nicole Moman	02/28/2019

Notes: Guidance Counselor will work with teachers to create lessons to emphasis friendship during emotional crisis and trauma. Lessons can be initiated by the counselor and followed up by the classroom teachers.

11/11/18 Grade level brainstorming sessions for emotional needs relevant for current students

Alana Hokans

02/28/2019

Notes: Discussed during extended planning and scheduled meetings with staff during admin/grade level meetings

11/11/18 Stress relief techniques/activities taught and implemented for students & teachers

Laura Sullivan

08/31/2019

Notes: Can be yoga or other techniques

	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>5th Grade students will work with RMS teachers and counselors to ensure proper placement and an initial level of independence.</p> <p>Lower grade levels will work with administration and other teachers to ensure students are prepared for the next level and placed in the appropriate classes.</p>	Limited Development 11/11/2018		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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:				Limited Development 10/25/2018		
How it will look when fully met:						
Actions						
Notes:						

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
Initial Assessment:			<p>Duty Schedule is present and duties are covered in the staff handbook.</p> <p>Times are as followed-</p> <ul style="list-style-type: none"> -Planning: Weekly Total 6.67 Hours 80 minutes daily -Lunch: Weekly Total 2.5 Hours Grade level teachers eat lunch in the cafeteria with some expectation of providing general supervision while administrative staff, SRO, and others provide support as well. <p>Instructional planning for all licensed staff is included on the schedule. Extended Planning Days (bonus 2 hour blocks) are offered 2-3 times during the year as well.</p> <p>Link to Schedule-RES Schedule as of 11/1/18</p>	Full Implementation 11/11/2018		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Teacher quality and experience			
		C1.05	The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.(5156)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Observations are done on a regular basis by school level administration, district administration, and school level personnel. Coaching Sessions are offered by the instructional coach and involve observing and lesson suggestions Monitor and review formative and summative data from standardized assessments. LEA maintains an employee handbook and board policies describing appropriate and inappropriate actions. LEA maintains a process of hearings and documentation required to allow for dismissal or non-renewal of an employee. 	Full Implementation 10/25/2018		
		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>District maintains regular meetings for new teachers and assigns mentors.</p> <p>RES does a monthly BT meeting and the administration regular monitors and guides new teachers.</p> <p>New teachers are observed by mentors, an instructional coach, and administration.</p>	Full Implementation 10/19/2018		
		C1.07	ALL pre-K teachers have specialized education in early childhood education or child development.(5158)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			PreK teacher has all proper certifications.	Full Implementation 10/19/2018		

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
		D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school receives funds from the state, local, and federal sources. Those funds are used to purchase supplies and materials for students as well as training for teachers. During the 18-19 school year, staff receive professional development on student trauma, math instruction, technology and other areas.	Limited Development 12/02/2018		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Efforts are ongoing to survey teachers and implement practical and purposeful development. This is carried out by district and school-based IT.	Limited Development 10/19/2018		
How it will look when fully met:						
Actions						
Notes:						

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ol style="list-style-type: none"> Staff are trained in emergency bleeding control. Bleed Kits are in a strong majority of the classrooms and shared spaces. A limited number of staff are trained in CPR and First Aid Continue to make entryway and easy access areas of the school safer Staff are being trained in emotional trauma responses Whole Child discussions are beginning to be implemented regarding Culture of Achievement vs. Culture of Learning 	Limited Development 12/02/2018		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

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:			<p>Newsletters regarding curriculum are sent home quarterly.</p> <p>School Connect calls are made on a weekly basis.</p> <p>Designs are being put in place to create school-wide, monthly newsletter to parents.</p>	Limited Development 10/19/2018		
How it will look when fully met:			The school will create and continue to send school-wide newsletters, weekly mass phone calls, social media updates, and regular after school meetings that allow parents to become fully aware of current curriculum and teaching practices. This will be measured by twice-yearly surveys conducted by the school measuring parent knowledge and awareness of curriculum and school activities.		Robert Dinsdale	06/30/2019
Actions				1 of 6 (17%)		
	10/19/18		Monthly Newslwetter	Complete 11/01/2018	Robert Dinsdale	12/01/2018
<i>Notes:</i>						

1/14/19	Create an RES Video Hub of instructional videos		Staff	04/01/2019
<i>Notes:</i> Staff will work to create instructional video resources for parents. Links will be sent out via email and social media.				
11/11/18	Teacher, Parent, Student surveys		Robert Dinsdale	05/15/2019
<i>Notes:</i> Paper surveys will be sent in the fall to parents and done digitally by students and staff. Surveys will also be sent in the spring prior to EOGs.				
11/11/18	Weekly Phone Updates		Robert Dinsdale	05/15/2019
<i>Notes:</i> Weekly calls will be made via the PowerSchool broadcast system. Calls will mention upcoming events and occurrences.				
11/11/18	Parent Conferences		Classroom Teachers	06/01/2019
<i>Notes:</i> Teachers will meet with all parents by November 11. Effort will be made to schedule conferences in a way as to get as many parents as possible to come in to meet. Students who are struggling academically or behaviorally will conference more often.				
11/11/18	Social Media		Rae Parker	06/01/2019
<i>Notes:</i> School events and activities will be put out on social media on a regular basis.				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
		E2.03	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			TCS schools monitor and track graduates via programs based in the high school and central offices.	Full Implementation 10/19/2018		