Comprehensive Progress Report

Mission: Shepherd's Mission: We will inspire, motivate, and encourage student learning, preparing students to become life-long learners in the 21st Century and value the whole child. We will do this by communicating positively, respecting and encouraging everyone while collaborating effectively to meet the needs of our students. SIT's Vision aligns with school vision: For all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

Vision: Principal Mitchell's vision is for all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

Goals:

2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094) STRATEGIC GOAL: Per EVAAS data by June 2021, 100% of all students will meet or exceed expected growth by receiving evidence-based instructional practices that address all students' gaps and/or strengths. TARGET GOAL: Per EVAAS data by June 2019, 80% of all students will meet or exceed expected growth by receiving evidence-based instructional practices that address all students' gaps and/or strengths.

4.01 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). STRATEGIC GOAL: Per EVAAS data by June 2021, 100% of all students will meet or exceed expected growth based on identifying students' gaps and/or strengths by collecting and analyzing relevant and reliable data. TARGET GOAL: Per EVAAS data by June 2019, 80% of all students will meet or exceed expected growth based on identifying students' gaps and/or strengths by collecting and analyzing relevant and reliable data.

! = Past Due Objectives   KEY = Key Indicator

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:		We are beginning to implement the units of study for Reading workshop. We have some units and our curriculum guides, but we do not have units for all subjects in all grade levels. Many classrooms are already using number talks and other math foundations strategies. Fidelity measures are listed and uploaded in the additional documents folder.	Limited Development 06/13/2017		
How it will look when fully met:		TARGET GOAL: Per EVAAS data by June 2019, 80% of all students will meet or exceed expected growth by receiving evidence-based instructional practices that address all students' gaps and/or strengths.		**Brittany Warren**	**06/08/2019**
Actions			**9 of 20 (45%)**		
	10/3/17	Professional development on Reading foundations, number talks, and math strategies, Units of Study, and vocabulary.		Kim Mitchell	01/25/2019
		Notes:			
	10/3/17	Math Madness curriculum night and parent involvement.	Complete 09/26/2017	Brandy Barnette	01/19/2018
		Notes:			
	10/3/17	Create student data folders for math and reading data.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
		Notes:			
	10/3/17	Create teacher data folder for classroom data.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
		Notes:			
	10/3/17	Student and teacher conferences about student gaps and data.		Grade Level Chairs	01/25/2019
		Notes:			
	10/3/17	Creating Eagle time groups for intervention and nurturing bases on student needs and gaps. Nurturing program for identified students in 2nd and 3rd grade.		Kim Mitchell	01/25/2019
		Notes:			
	10/3/17	Grade level PDSA PLC meeting once a month.	Complete 06/08/2018	Kim Mitchell	06/08/2018
		Notes:			
	10/3/17	Utilize student data folders to collect and analyze student gaps and strengths.	Complete 06/08/2018	Kim Mitchell	06/08/2018
		Notes:			

10/3/17	Utilize teacher classroom data folder to collect and analyze classroom gaps and strengths.	**Complete 06/08/2018**	Grade Level Chairs	01/19/2018
	Notes:			
1/9/18	Decide on and purchase more Non-Fiction and Fiction texts.	**Complete 06/08/2018**	Reading Goal Team	05/01/2018
	Notes:			
1/9/18	Organize parent resource room.	**Complete 06/08/2018**	Jen Rash	01/25/2018
	Notes:			
1/9/18	Operate the Parent resource room.	**Complete 06/08/2018**	Jen Rash	05/17/2018
	Notes:			
5/3/18	Math Madness, ELA, and Science curriculum nights.		Brandy Barnette	01/25/2019
	Notes:			
5/3/18	Grade level data RTI PLC once a month.		Leadership	01/25/2019
	Notes:			
5/3/18	Leadership will give feedback to teachers on lesson plans for instruction focusing on standard, assessment, differentiation, and vocabulary.		Leadership	01/25/2019
	Notes:			
5/3/18	Create student data folders for math and reading data. Working toward student led conferences.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Create teacher data folder for classroom data.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Grade level chair will insure that lesson plans are submitted for feedback to leadership Monday morning by 7:30am each week.		Kim Mitchell	01/25/2019
	Notes:			
5/3/18	Create grade level vocabulary lists with meaning.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Grade level PLC meeting once a month- work towards extended amount of time (2 hours) once a quarter.		Kim Mitchell	01/25/2019
	Notes:			

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
Initial Assessment:	We are using evidence based strategies with students at all levels. We are documenting progress monitoring and monitoring our at risk students. We need professional development and time to enter data into RTI stored. Fidelity measures are listed and uploaded in the additional documents folder.	Limited Development 06/14/2017		
How it will look when fully met:	TARGET GOAL: Per EVAAS data by June 2019, 80% of all students will meet or exceed expected growth based on identifying students' gaps and/or strengths by collecting and analyzing relevant and reliable data.		**Jennifer Rash**	**06/08/2019**
Actions		**8 of 20 (40%)**		
10/3/17	Create student data folders for reading and math.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
Notes:				
10/3/17	Create teacher data folders for classroom data.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
Notes:				
10/3/17	Creating and administering a monthly common assessment. Formal or informal.		Kim Mitchell	01/25/2019
Notes:				
10/3/17	Ensure progress monitoring is being completed based on student performance level in reading and/or math		Kim Mitchell	01/25/2019
Notes:				
10/3/17	Ensure NC ENSI is completed BOY, MOY & EOY for all students with gap areas in math.		Kim Mitchell	01/25/2019
Notes:				
10/3/17	Monthly grade level RTI PLC.		Kim Mitchell	01/25/2019
Notes:				
10/3/17	Monthly student and teacher conferences about student gap areas and data.	Complete 06/08/2018	Kim Mitchell	06/08/2018
Notes:				

10/3/17	Ensure 55 minutes of intervention time for every grade level 4 times a week with the 5th day to be used for progress monitoring and conferences.		Kim Mitchell	01/25/2019
	Notes:			
10/3/17	Ensuring gradual release of responsibility to students.		Kim Mitchell	01/25/2019
	Notes:			
10/3/17	Groupings for strategy groups based on student data.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	Notes:			
10/3/17	Interventions are research based and deliberately planned to gap areas and strengths that are identified by data.		Kim Mitchell	01/25/2019
	Notes:			
10/3/17	Utilize student data folders to collect and analyze student gaps and strengths.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	Notes:			
10/3/17	Utilize classroom data folders to collect and analyze classroom gaps and strengths.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	Notes:			
1/9/18	Organize Parent resource room.	Complete 06/08/2018	Jen Rash	01/25/2018
	Notes:			
1/9/18	Operate Parent resource room	Complete 06/08/2018	Jen Rash	05/17/2018
	Notes:			
5/3/18	Create computer lab schedule.		Kim Mitchell	01/25/2019
	Notes:			
5/3/18	Create student data folders for reading and math.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Create teacher data folders for classroom data.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Creating Eagle time groups for intervention and nurturing based on student needs and gaps. Nurturing program for identified students in 2nd and 3rd.		Grade Level Chairs	01/25/2019
	Notes:			
5/3/18	Provide PD on all components of new curriculum.		Carla Stutts	01/25/2019
	Notes:			

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:			We are already having multiple meetings each month of different leadership teams. We need to have more consistent documentation of the meeting minutes.	Limited Development 06/14/2017		
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:			We have weekly PLC's and grade level chairs in place. Each member of the team has a specific job that they are responsible for in the PLC. We need more time for instructional time and documentation of student interventions more efficiently.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
		Notes:				

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
Initial Assessment:			Based on current leadership changes we will have to reassess this standard at the end of the next school year.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
		Notes:				

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
Initial Assessment:			Currently the majority of the staff looks at performance data. New leadership will help with decision making and classroom observation data for school improvement and professional development needs.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			**Talent recruitment and retention**			
	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:			Changes in leadership at the school will make it necessary to reassess after next school year.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
	Notes:					

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:			We already have a yearly curriculum night for parents. We need to add more opportunities for parents to learn about curriculum and their role as partners with the school.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
	Notes:					