

## Comprehensive Progress Report

**Mission:**

Avery's Creek Elementary is a community of responsible and motivated leaders who own their own learning and success. To accomplish this we will:

- Model the 7 Habits
- Communicate expectations
- Provide opportunities for growth
- Build relationships

**Vision:**

Avery's Creek students will develop their full potential by learning to be global leaders and motivated learners.

**Goals:**



! = 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
<i>Initial Assessment:</i>		Grade level chairs share unit plans, agendas (PLC), formal and informal assessments and weekly lesson plans. Lesson Plans: Weekly and Unit (Need Standards) Project GLAD Unit Plans. PLC: Document from Paula Assessments: (Mclass, EOG, Benchmarks (4th Grade), Unit Math Assessments (4th) from Paula. I-Ready Data for Reading and Math from Dr. G.	Limited Development 04/28/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers in all grade levels will work in teams to develop aligned units of instruction for all subject areas, including Science and Social Studies. Units will include a plan focused on standards-based objectives that are used by all teachers in each grade level. Evidence will include common planning agendas, unit plans, lesson plans, and formal/informal assessments.	<b>Objective Met 10/17/19</b>	<b>Dustin Anderson</b>	<b>06/10/2019</b>
<b>Actions</b>					
	10/28/16	Teachers in each grade level create 2 unit plans for ELA that integrate Science or Social Studies concepts.	Complete 06/02/2017	Melodie Warren	06/02/2017
<i>Notes:</i>					
	1/23/19	Grade level chairs need to share unit plans, agendas (PLC), formal and informal assessments and weekly lesson plans. Lesson Plans: Weekly and Unit (Need Standards) Project GLAD Unit Plans. PLC: Document from Paula Assessments: (Mclass, EOG, Benchmarks (4th Grade), Unit Math Assessments (4th) from Paula. I-Ready Data for Reading and Math from Dr. G.	Complete 10/17/2019	Dustin Anderson	06/10/2019
<i>Notes:</i>					
<b>Implementation:</b>			10/17/2019		
<b>Evidence</b>		10/17/2019 Evidence was uploaded by each grade level team into a g-drive folder. The link to that g-drive folder was uploaded to the NC Star website.			

<p><b>Experience</b></p>	<p>10/17/2019 (A2.04 - Key) Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>What full implementation will look like: Teachers in all grade levels will work in teams to develop aligned units of instruction for all subject areas, including Science and Social Studies. Units will include a plan focused on standards-based objectives that are used by all teachers in each grade level. Evidence will include common planning agendas, unit plans, lesson plans, and formal/informal assessments.</p> <p>Our experience in pursuing this Objective: Our instructional teams were motivated to meet this objective and worked cooperatively to provide evidence.</p>			
<p><b>Sustainability</b></p>	<p>10/17/2019 These actions will need to continue:</p> <p>Grade level chairs need to share unit plans, agendas (PLC), formal and informal assessments and weekly lesson plans.</p> <p style="padding-left: 40px;">Lesson Plans: Weekly and Unit (Need Standards) Project GLAD Unit Plans.</p> <p style="padding-left: 120px;">PLC: Document from Paula</p> <p style="padding-left: 120px;">Assessments: (Mclass, EOG, Benchmarks (4th Grade), Unit Math Assessments (4th) from Paula. I-Ready Data for Reading and Math from Dr. G.</p>			

	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
	<b>Initial Assessment:</b>	<p>We have RAMS expectations for student behavior (Respect myself and others, Act safely, Model responsibility, Self-Control at all times.) A team of staff (PBIS) handles the communication and monitoring of behavior norms. There are norms displayed around the school building to communicate behavior expectations. The PBIS team will track referral data in My Educator's Handbook to monitor students. This data will point to possible problem areas around the building (time and place for increased referrals) allowing teachers the opportunity to strategically reteach/reinforce norms as needed.</p> <p>We are in year 3 of the Leader in Me implementation process. Students and staff continue to undergo professional development to study and integrate the Seven Habits into our curriculum and daily choices. Students work together to develop a class mission statement and a personal mission statement based on these norms.</p> <p>Mentoring practices for new teachers is in place to assist with these practices.</p>	Limited Development 01/04/2018		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
	<b>How it will look when fully met:</b>	Using the data from My Educator's Handbook, teachers and staff will revisit norms with students to continue to eliminate problems and reinforce positive behavior. Students self reflect on their own record for meeting the behavior norms (RAMS expectations.) These self reflections will be shared by students with their parents during the student led conferences in the spring.	<b>Objective Met 05/17/18</b>	<b>Katie Cody</b>	<b>06/08/2018</b>
	<b>Actions</b>				
	4/12/18	student led conferences	Complete 05/17/2018	Beverly Buckley	05/17/2018
		<i>Notes:</i> Parents will be invited to come for a conference led by their child. Parent training opportunities will be offered, as well.			
	<b>Implementation:</b>		05/17/2018		
	<b>Evidence</b>	5/17/2018 Leader in Me notebooks, Educators Handbook, expectations posted in all areas of the building, sign ins from the student led conferences, and our Leadership Day.			

<b><i>Experience</i></b>	5/17/2018 For the sixth straight year, we have been implementing the PBIS model. We have reached PBIS Exemplar status. As a part of Leader in Me, our students lead their own conferences with parents. Expectations are consistent throughout the building and all students are aware of these. For the past three years as part of our Leader in Me, the students have integrated the 7 Habits in their daily lives.			
<b><i>Sustainability</i></b>	5/17/2018 We will continue with PBIS and Leader in Me.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
!	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school implements data in various ways. For the purpose of this response, data is BOG, EOG, pre/post assessments, BOY, MOY, EOY in both math, ELA, and M-Class.</p> <p>Monthly, each grade meets to review and analyze data from the work done thus far. This helps us know where we are stronger and also weaker in each area. With this information, we can adjust instruction based on our data.</p> <p>We use Data Digs that incorporates ESL, EC, Title 1, classroom teachers, school psychologist, and school administration 2-3 times per year. The purpose of this meeting is to dissect each student's growth across the board. All of the information and discussions per each child can be found on a working spreadsheet.</p> <p>Reading RAMS is a program that is fluid in moving students using individual growths and needs. This places each student in an ability based reading group, which also addresses writing skills.</p>	Limited Development 01/04/2018		
<i>How it will look when fully met:</i>		<p>School wide growth will be higher than the previous year. Each grade level will determine their overall goals based on the BOG and BOY scores.</p> <p>The information we will need will be our ongoing spreadsheets that document each child's growth in both math and english. In addition to that, we will have all of our M-Class assessments, as well as Title 1 work and benchmarks. This will also include ESL ACCESS testing.</p>		Leslie Swanson	06/28/2019
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	1/23/19	Assess students with informal assessments (pre and post unit tests, progress monitoring, teacher observations, intervention data analysis), formal assessments, (M-Class, I-Ready, Benchmarks, EOGs, NC Ready), formative assessments, and progress monitoring. These PLC's discussions will happen at least once a month.		Leslie Green	06/10/2020

Notes:

		<b>A3.04</b>	<b>Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Grade level teams are developing 2 standards-aligned units this year. Not all include pre-and post-tests.	Limited Development 04/26/2017		
<b>How it will look when fully met:</b>			Teachers will use pre-and post-tests as formative assessments to inform instruction and differentiate learning activities. Teachers will also use the data to compare strategies and modify units.		<b>Lisa Wallin</b>	<b>06/07/2020</b>
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	4/12/18		Staff development focused on using School Net to create pre and post assessments.	Complete 04/12/2018	Terra Thompson	08/24/2017
<i>Notes:</i> information on School Net follow up on 2-28-18						
	4/26/17		Grade level teams will continue to develop units of instruction that include pre-and post-tests. They will meet in PLCs to compare strategies and modify units and assessments as needed.		Lisa Wallin	06/07/2020
<i>Notes:</i>						

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>		Currently students receive 1 hour of differentiated reading instruction each day.	Limited Development 04/28/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<b>How it will look when fully met:</b>		All levels of students receive state standard-based Core instruction. Some students, as determined by individual classroom pre- and formative assessments, receive a variety of alternate instructional strategies in order to achieve mastery within the standards. A small percentage of students, as determined by the Multi-Tiered Systems of Support (MTSS) process, receive targeted instructional strategies to address specific deficit areas. A very small percentage of students, as determined through the Exceptional Children’s (EC) referral process, receive individually designed education plans to address highly targeted deficit areas. Also, students who achieve mastery early within the standard-based Core instruction, receive curriculum extensions address their needs.		Jesse Quigley	06/07/2020
<b>Actions</b>			<b>2 of 4 (50%)</b>		
10/28/16	T.I.P.S. team will meet once a month to discuss assessments, strategies and/or interventions, and process.	Complete 12/15/2016	Emily Cowan	12/15/2016	
<i>Notes:</i> TIPS team is meeting on a monthly basis.					
10/28/16	Teachers will use data to identify students who need tier 2 and tier 3 instruction and provide differentiated strategies.	Complete 06/01/2018	Beth Erber	06/01/2018	
<i>Notes:</i>					
1/23/19	Discuss the need to systemize our use of pre- and formative assessments across all grade levels with SIT team reps and determine a reasonable time table for meeting this goal.		Jesse Quigley	06/10/2019	
<i>Notes:</i>					
1/23/19	Those SIT team reps will then discuss the SIT team decision (use of pre- and formative assessment as well as differentiation) at their grade level meetings. Teams will discuss what evidence could be provided to support implementation of this goal.		Jesse Quigley	06/10/2019	
<i>Notes:</i>					
<b>Implementation:</b>			05/17/2018		

<i>Evidence</i>	5/17/2018 We use our PLC notes, our pre/post assessments, data digs, and units have been aligned with our standards per grade level. We can use our meeting notes from MTSS and the paperwork that accompanies those meetings.				
<i>Experience</i>	5/17/2018 Our MTSS chairperson attended several staff development seminars and shared the information with the faculty. We have an MTSS based team that consists of one person per grade level. This team meets regularly to discuss issues. In addition, grade levels meet regularly to discuss student progress and differentiation strategies.				
<i>Sustainability</i>	5/17/2018 Our MTSS team will continue to meet regularly as well as our grade level teams. We will continue to coordinate with specialists in regards to differentiation. We will look for staff development opportunities to attend.				
KEY	A4.16	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p><b>1. We implement the following supports for transitioning preschoolers into kindergarten:</b></p> <ul style="list-style-type: none"> <li>-Lap - D for upcoming K students</li> <li>-Local preschools visit and give tours in the spring before kindergarten year</li> <li>-Market registration reminders to current families and county emails/notices</li> <li>-EC teacher goes out to observe upcoming K students with IEP's in their preschools and then has a transition meeting with parents to discuss plans and addendum IEP's</li> </ul> <p><b>2. We support students transitioning to different grade levels before the school year begins by implementing the following supports in the spring:</b></p> <ul style="list-style-type: none"> <li>-In the spring before transitions, grade levels meet and put together class lists for the following year (inclusion, AIG, diversity, peer buddies, social/emotional needs, academic diversity, boy/girl etc.) - specialists and student support are involved to give input</li> <li>-EC teachers schedule transition meetings with 5th grade teachers for students with IEP's if requested and/or needed</li> </ul>	Full Implementation 04/18/2018		

-4th graders take field trip tour of 5th grade school in spring before transitioning

-5th grade counselors come to ACES and meet with all 4th graders to talk about their school and answer questions

**3. We support transitioning students by implementing the following supports in the fall:**

-EC teachers review EC students and their IEP's with their regular ed teachers

-All student support staff (ESL, EC, Specials, counselors, admin, AIG, nurse etc) meet to discuss students who are here, behavior plans, IEP's, family needs, specific classroom needs etc.)

-ACES has a school-wide open house during teacher work days for families to meet their teachers

-In the first few days of school, ACES stations support staff to help students find their classrooms and support teachers with needs as they arise

**We implement the following supports for English Learners (ELs) transitioning between grade levels and schools:**

-English Learners (ELs) who are exiting the program are monitored for four years. This monitoring status continues as students transition to new grade levels and schools.

-All pertinent information about ELs (including important academic and family history) is recorded in the Ellevation database which can be accessed by any NC ESL teacher that has the EL in their caseload across schools and grade levels. This information can also be accessed by regular ed teachers within Buncombe County who work with the EL.

- ESL teachers hold LEP meetings at the beginning of each school year to share proficiency scores, classroom modifications, test accommodations and other important information to classroom teachers as ELs transition to each grade level.

- ESL teachers hold LEP meetings at the end of each year to discuss proficiency scores, decide service level for the next year, and gather ELs

information from classroom teachers that will help the next grade level serve them.

- ACES ESL teachers hold transition meetings with ESL teachers from Koontz about rising 5th grade caseload.

- ELs who exit the ESL program and are monitored for four years receive Title 1 service daily to help transition into mainstream classroom.

- ESL teachers engage in cross-grade planning and collaboration.

-ESL teachers participate in data digs and have user names and passwords to access "at-risk" status of ELs, MCLASS scores and other relevant information.

- ESL teachers are consistently trained in using Common Core Standards for each grade level at ACES and understand the expectations ELs will face at each grade level.

**Core Function:** Dimension D - Planning and Operational Effectiveness

**Effective Practice:** Facilities and technology

	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
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*Initial Assessment:*

Avery's Creek is a Leader in Me school and participates in PBIS. Expectations for behavior are posted in all areas of the school using kid friendly language. All teachers, including specialists, routinely teach these expectations. Our school counselors conduct whole group lessons on social/emotional topics and also lead small group social skills groups. Students also participate in activities based on Leader in Me concepts as well as the PBIS program. Our building is inspected regularly by both district and county inspectors. Custodians participate in staff development and the administration inspects the building for safety issues. We have a safety committee that meets to review policies. This group also leads staff development such as table top discussions to make sure all employees know what to do in case of an emergency. Drills are conducted as mandated by the state and local authorities.

Full Implementation  
01/04/2018

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	<b>E1.01</b>	<b>ALL teachers maintain a file of communication with parents/guardians.(5177)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Classroom teachers are required to have a minimum of 2 formal conferences a year, 3 with students considered at risk. A standard form is used to record the meetings and these are reviewed regularly by the administration. Copies are kept for 2 full years, along with notes from parents. Teachers also communicate through email and apps such as Class Dojo on a regular basis.	Full Implementation 01/04/2018		
	<b>E1.11</b>	<b>All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers are required to meet with parents at least 2 times a year, 3 times with at risk students. Conference logs are kept detailing each conference and are reviewed by administration. In addition, as part of our Leader in Me program, student-led conferences are held once a year. Classroom teachers also keep in touch with parents through email and apps such as Class Dojo and Ready Rosie.	Full Implementation 01/04/2018		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School website, Facebook, quarterly newsletter, monthly PTO meetings, Twitter page, local news, Class Dojo, School messenger, parent handbook	Limited Development 01/04/2018		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Our quarterly school newsletter will not just be limited to our school website. It will be implemented across more than one communication platforms. Each teacher will update their school website with pertinent information for the current school year. We will continue to update our school Facebook and Twitter pages to inform community members of key events and important information. We provide opportunities for parents and stakeholders to communicate face to face through monthly PTO meetings, parent involvement events, and student-led conferences.	<b>Objective Met 05/17/18</b>	<b>Colton Brackett</b>	<b>06/08/2018</b>
<b>Actions</b>					
	5/9/18	School website will be updated on a regular basis.	Complete 05/17/2018	Colton Brackett	06/01/2018
<i>Notes:</i>					
<b>Implementation:</b>			05/17/2018		
<b>Evidence</b>		5/17/2018 School website, PTO website, Facebook page, a log of weekly calls to parents, as well as classroom newsletters.			
<b>Experience</b>		5/17/2018 During the 2017-18 school year, we worked to keep communication opened with parents and community. The school website, Facebook page, PTO parent page, were update weekly . Parent calls were made each week with updates. This was done in both English and Spanish.			
<b>Sustainability</b>		5/17/2018 We will continue to update our school website, Facebook page, and weekly parent calls.			