

## Comprehensive Progress Report

**Mission:** Our mission is to prepare each student to reach their academic and social potential.

**Vision:** We are a community of parents, teachers, and students working together to create people who yearn to learn. Every child from will be academically challenged to think globally in order to prepare for college and career readiness. We will take pride and ownership in a clean, safe learning environment.

**Goals:**

By June 2023, Alamance Elementary School will increase our school performance composite score from 71.7 to 73.6 and will increase the 3rd grade reading proficiency from 71.6 to 72.1

Alamance Elementary school will maintain an office discipline referral percentage less than 10% of the school population (50) as measured by Educator Handbook data by June 2022.

By June 2023, Alamance Elementary will reduce the number of chronic absences from 25.1% to 20%

By June 2023, Alamance Elementary will increase teacher capacity in literacy instruction by ensuring at least 80% completion of LETRS professional development.

By June 2023, Alamance Elementary will increase teacher capacity in MTSS Practice and procedure by ensuring at least 90% completion of school based professional development.



Activity in the last 3 months

! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>High expectations for all staff and students</b>			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>School behavior responses focus on adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices exist schoolwide and/or across all grade levels/spans by essential components of instruction, curriculum, and environment. These practices are defined in consideration of academic and social-emotional instruction.</p> <ul style="list-style-type: none"> <li>• Instruction: culturally responsive design and delivery of explicit instruction for schoolwide behavior expectations and classroom rules, routines/procedures (e.g., classroom management) on an established schedule</li> <li>• Curriculum: a matrix of school-wide behavioral expectations with operational definitions of expected behavior by setting (behavior matrix), student/staff acknowledgement system for appropriate behaviors, and a well-defined continuum of consequences for problem behaviors</li> <li>• Environment: adult routines to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.)</li> </ul> <p>Structured instruction of behavioral expectations are provided to all students. Classroom routines and classroom management strategies are embedded into instruction. School climate and environment supports student well-being. Behavior expectations are taught and not assumed that students come to class with these skills already present. Routines and procedures emphasize proactive, instructive, and/or restorative approaches to student behavior. The school has a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed behaviors. Core behavior practices are formalized in the staff/student handbook or code of conduct.</p>	<p>Full Implementation 09/08/2022</p>		
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<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>Curriculum and instructional alignment</b>			
	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>	<p>Core academic practices exist that are defined across grade levels/spans and through the lens of instruction, curriculum, and environment. These are refined based on both student outcome and implementation data for continuous improvement. Core academic practices are formalized in a core academic matrix, instructional framework, and/or instructional plans. Instruction includes the practices used to deliver the curriculum (academics, behavior, and social-emotional) to all students. Instruction aligns with student needs and resources, is evidence-based, includes a variety of methods. Instruction is engaging and includes opportunities for practice and scaffolding, as well as quality feedback. Curriculum includes the materials, instructional programs, texts, lessons and mapping delivered to all students. These are evidence-based, aligned with student needs, provide clear mapping towards meeting standards, consider student skill deficits, and align with school resources. In addition to behavioral expectations clearly defined across settings, the school also defines appropriate responses to problem behavior, standards for student engagement, the agreed upon acknowledgement system and other procedures used with all students.</p>	Full Implementation 09/08/2022		
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>				
		<b>A3.05</b>	<b>The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>

<b>Initial Assessment:</b>	<p>The school administers at least three benchmark assessments to all students each year. The Leadership Team reviews the results. Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students. Assessments test what a student knows and can do, and identifies patterns of strengths and weakness in what a group of students knows and can do. School assessment includes: (1) diagnostic-prescriptive assessments, such as unit pre-tests and post-tests, used by teachers and teams; (2) embedded assessments that are part of learning activities by which the teacher determines mastery of objectives by the student's successful completion of the activity; (3) periodic assessments provided by the district or state to gauge student mastery of standards-based objectives at several points through the school year; and (4) annual assessments such as state standards assessments and standardized achievement tests.</p> <p>School and district/state assessments:</p> <ul style="list-style-type: none"><li>• Are congruent with instructional outcomes</li><li>• Match learning expectations.</li><li>• Are planned as part of the instructional process</li><li>• Used for planning</li><li>• Include a variety of performance opportunities for students</li><li>• Modified assessments available for individual students as needed</li></ul>	Limited Development 09/08/2022		
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<b>How it will look when fully met:</b>		<p>The school administers at least three benchmark assessments to all students each year. The Leadership Team reviews the results. Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students. Assessments test what a student knows and can do, and identifies patterns of strengths and weakness in what a group of students knows and can do. School assessment includes: (1) diagnostic-prescriptive assessments, such as unit pre-tests and post-tests, used by teachers and teams; (2) embedded assessments that are part of learning activities by which the teacher determines mastery of objectives by the student’s successful completion of the activity; (3) periodic assessments provided by the district or state to gauge student mastery of standards-based objectives at several points through the school year; and (4) annual assessments such as state standards assessments and standardized achievement tests.</p> <p>School and district/state assessments:</p> <p>Are congruent with instructional outcomes</p> <p>Match learning expectations.</p> <p>Are planned as part of the instructional process</p> <p>Used for planning</p> <p>Include a variety of performance opportunities for students</p> <p>Modified assessments available for individual students as needed</p>		Michele Collins	07/01/2023
<b>Actions</b>		<b>0 of 3 (0%)</b>			
9/8/22	The Curriculum facilitator and admin team will guide PLCs through data analysis of benchmark assessments.		Michele Collins	07/01/2023	
Notes:					
9/8/22	The School Psychologist will review and support teachers with analysis of the progress monitoring data for supplemental instructional groups and make recommendations for IPS support and intensive intervention.		Lauren Allen	07/01/2023	
Notes:					
9/8/22	The school principal or admin team with share results of standardized assessments and IPS data to guide school staff and SBLT in developing instructional responses for core instruction.		Scott Winslow	07/01/2023	

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>			<p>The school implements an improvement framework which encompasses academic, behavioral, and social-emotional instruction and support (MTSS). The school uses a systems approach using data-driven problem-solving to maximize growth for all. Within MTSS, the school team implements a “system” of interventions that are well-defined, evidence-based, efficient, effective, and readily available to students that need them. The school focuses on quality core instruction provided through curriculum frameworks that are research based and have resources provided through the district. The school also provides for standard treatment protocols for students identified as needing additional support at an supplemental and intensive level. With a standard treatment protocol approach interventions components are well specified and have been shown to work generally for large numbers of students. The well-defined procedures, materials and practices allow quick access for students in need. The school uses data from universal screeners and assessments to identify students in need of this support. Response to intervention is tracked and students are reviewed every 6-10 weeks and plans are modified. The process is data driven and reinforces support of the core instructional program.</p>	Limited Development 09/08/2022		

<b>How it will look when fully met:</b>	<p>The school implements an improvement framework which encompasses academic, behavioral, and social-emotional instruction and support (MTSS). The school uses a systems approach using data-driven problem-solving to maximize growth for all. Within MTSS, the school team implements a “system” of interventions that are well-defined, evidence-based, efficient, effective, and readily available to students that need them. The school focuses on quality core instruction provided through curriculum frameworks that are research based and have resources provided through the district. The school also provides for standard treatment protocols for students identified as needing additional support at an supplemental and intensive level. With a standard treatment protocol approach interventions components are well specified and have been shown to work generally for large numbers of students. The well-defined procedures, materials and practices allow quick access for students in need. The school uses data from universal screeners and assessments to identify students in need of this support. Response to intervention is tracked and students are reviewed every 6-10 weeks and plans are modified. The process is data driven and reinforces support of the core instructional program.</p>		<b>Olivia Stone</b>	<b>07/01/2023</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/8/22	The school psychologist will provide bi-monthly trainings on the MTSS tiered framework to ensure that all staff are familiar with the process of identifying and supporting students in supplemental and intensive interventions. The Standard treatment protocol will be examined and data regarding implementation and effectiveness shared. Staff roles as case coaches will be defined.		Olivia Stone	07/01/2023
Notes:				
9/8/22	The school schedules daytime tutors to support teachers with supplemental and intensive intervention. Teachers progress monitor students and data points are reviewed every 6-10 weeks to determine next steps in meeting students' instructional needs. IPS team meets weekly to review student progress.		Michele Collins	07/01/2023
Notes:				

	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
<i>Initial Assessment:</i>			The school implements an integrated multi-tiered framework which promotes school improvement through engaging, research-based academic, behavioral, and social and emotional learning practices. The school uses “check-in, check-out” processes, which include a student or students being assigned to a mentor who provides positive adult interaction that includes feedback on progress towards meeting behavioral and academic goals, along with positive reinforcement for goal attainment. Intensive supports may include individualized supports informed by data collected from functional behavioral assessments which include determining environmental variables that predict and sustain problem behaviors. Teachers play a key role in supporting their students’ development of social/emotional competencies through faithful implementation of evidence-based programs and through creating a healthy classroom culture.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>			<p>The school implements an integrated multi-tiered framework which promotes school improvement through engaging, research-based academic, behavioral, and social and emotional learning practices. The school uses “check-in, check-out” processes, which include a student or students being assigned to a mentor who provides positive adult interaction that includes feedback on progress towards meeting behavioral and academic goals, along with positive reinforcement for goal attainment. Intensive supports may include individualized supports informed by data collected from functional behavioral assessments which include determining environmental variables that predict and sustain problem behaviors. Teachers play a key role in supporting their students’ development of social/emotional competencies through faithful implementation of evidence-based programs and through creating a healthy classroom culture.</p> <p>This indicator will be reassessed in August 2023.</p>		Erica Archer	07/01/2025
<i>Actions</i>						
<i>Notes:</i>						



	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>The school has developed, implemented, and evaluated explicit and ongoing plans to support student transitions across grades and levels of schooling. The school gathers data on incoming kindergartners' early learning experiences through screenings, and aligns standards, curriculum, and instruction to facilitate the transition to elementary school.</p> <p>The school works with 5th grade students to prepare them for procedural, social and academic changes as they transition to middle school. The school strives to foster communication and be responsive to stakeholder needs.</p> <p>Standards and instruction are aligned across all grade levels. The school has developed, implemented, and evaluated intentional plans for students' grade-to-grade, as well as level-to-level transitions.</p>	Limited Development 09/08/2022		
<b>How it will look when fully met:</b>			<p>In addition to the above strategies the school will implement cross grade level planning opportunities to ensure that these transitions are supportive of student needs.</p> <p>This indicator will be re-evaluated in 2024.</p>		Michele Collins	07/01/2025
<b>Actions</b>						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school district has gathered a team to ensure unified work of organized, effective, and accountable teams of professionals who commit to adopting and engaging in shared and distributed leadership. The district has active key stakeholder representation including the superintendent at the district level and the principal at the school level. In addition, key stakeholders include assistant superintendents, assistant principals, directors of curriculum, special education, early childhood, and English Language learners, teacher leaders, department chairs, school board members, community members, and parents/caregivers.	Full Implementation 09/09/2022		
	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
<i>Initial Assessment:</i>			The school has a Leadership Team comprised of the principal, administration, teachers, specialists, and parent representatives. The Leadership Team meets twice each month either as a full team or sub committee or admin group. the team meetings operate with agendas, keep minutes, stay focused, and follow through with the plans.	Full Implementation 09/09/2022		

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
<i>Initial Assessment:</i>			The school has teaming structures in place to support the academic and social improvement of the school. Teachers on these teams implement, assess, and adjust instruction in short-term cycles of improvement across grades, and guide the development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. Teams utilize agendas and minutes to keep the work focused. School teams include leadership, problem solving (instructional support), and culture and climate. The teams function through distributed leadership and collaboration. The school has established a team structure among teachers with specific duties and time for instructional planning.	Limited Development 09/09/2022		
<i>How it will look when fully met:</i>			The school has teaming structures in place to support the academic and social improvement of the school. Teachers on these teams implement, assess, and adjust instruction in short-term cycles of improvement across grades, and guide the development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. Teams utilize agendas and minutes to keep the work focused. School teams include leadership, problem solving (instructional support), and culture and climate. The teams function through distributed leadership and collaboration. The school has established a team structure among teachers with specific duties and time for instructional planning. The school will have recorded agendas and minutes for all school committees.		Scott Winslow	07/01/2024
<i>Actions</i>				0 of 1 (0%)		
	9/9/22	The school teams will develop and submit agendas and minutes from meetings to be housed electronically in the school's sharepoint.			Scott Winslow	07/01/2024

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
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<b>Initial Assessment:</b>	<p>The school principal and administration are directly involved in leading the school's educational program. The principal is knowledgeable about and involved in the instructional program of the school and is heavily invested in instruction, spending time on the teaching function. the principal is knowledgeable about the curricular program of the school and about assessment practices. The building principal, assistant principal, and school leadership team are critical to implementing a Multi-Tiered System of Support (MTSS) and improving outcomes for students. The school leadership engages staff in ongoing professional development, plans strategically, and models a problem-solving process for school improvement. The school principal supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving to guide instruction. Feedback is provided to staff through the evaluation process.</p>	<p>Limited Development 09/09/2022</p>		
<b>How it will look when fully met:</b>	<p>The school principal and administration are directly involved in leading the school's educational program. The principal is knowledgeable about and involved in the instructional program of the school and is heavily invested in instruction, spending time on the teaching function. the principal is knowledgeable about the curricular program of the school and about assessment practices. The building principal, assistant principal, and school leadership team are critical to implementing a Multi-Tiered System of Support (MTSS) and improving outcomes for students. The school leadership engages staff in ongoing professional development, plans strategically, and models a problem-solving process for school improvement. The school principal supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving to guide instruction. Feedback is provided to staff through the evaluation process. The school administration provides regular feedback to teachers based on walkthroughs and informal observation data.</p>		<p>Scott Winslow</p>	<p>07/01/2025</p>
<b>Actions</b>		<p>0 of 1 (0%)</p>		
<p>9/9/22</p>	<p>The principal and admin team will provide weekly feedback from walkthroughs and informal observations to teachers and staff regarding instruction, management, and implementation of curriculum.</p>		<p>Scott Winslow</p>	<p>07/01/2025</p>

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
<i>Initial Assessment:</i>			Student performance data is disaggregated by sub-groups; race, ethnicity, gender, income, special education, AL, and bilingual/ELL. Classroom observation data is collected through observation notes and aggregated to show patterns of professional practice across the school. The Leadership Team considers both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs and plans appropriate professional development.	Limited Development 09/09/2022		
<i>How it will look when fully met:</i>			Student performance data is disaggregated by sub-groups; race, ethnicity, gender, income, special education, AL, and bilingual/ELL. Classroom observation data is collected through observation notes and aggregated to show patterns of professional practice across the school. The Leadership Team consistently considers both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs and plans appropriate professional development.		Scott Winslow	07/01/2025
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/9/22		Collect data through observations and walkthroughs that reflects instructional practice related to outcomes based on subgroup data and use this information to plan intentional professional develop to meet the needs of underperforming groups.		Scott Winslow	07/01/2025
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

<p><b><i>Initial Assessment:</i></b></p>	<p>The school includes multiple people in conducting evaluations. Teacher self-reflection and personal goal-setting is incorporated into the evaluation process. The school has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. The school evaluates a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools. Evaluators provide timely, clear, and constructive feedback. The evaluation process is linked to the district's collective and individualized professional development programs. Evaluation results are used to differentiate among educators when granting leadership opportunities and making other decisions. The school administration works to differentiate among teachers at different stages in their careers, in specialized roles, or working with at-risk students and students with special needs.</p>	<p>Full Implementation 09/09/2022</p>		
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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
<i>Initial Assessment:</i>			The school works to develop family and community engagement for the purpose of supporting student learning. The school creates an environment where families feel valued and welcomed, engages students and families that represent the diverse population of the school in problem solving. Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. The school reaches out through a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) The school documentation of information provided to families regarding interventions, student response and progress on repeated assessments. The school provides a Student/family handbook.	Limited Development 09/09/2022		
<i>How it will look when fully met:</i>			<p>The school works to develop family and community engagement for the purpose of supporting student learning. The school creates an environment where families feel valued and welcomed, engages students and families that represent the diverse population of the school in problem solving. Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. The school reaches out through a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) The school documentation of information provided to families regarding interventions, student response and progress on repeated assessments. The school provides a Student/family handbook.</p> <p>This indicator will be re-evaluated in August 2023.</p>		Michele Collins	07/01/2024
<i>Actions</i>						
Notes:						