

## Comprehensive Progress Report

**Mission:** We work collaboratively to create respectful learning environments that develop 21st century learners.

**Vision:** To develop 21st century leaders one child at a time.

**Goals:**

School Performance Composite Goal: By June 2020, Archer Elementary will increase the school performance composite from 58% to a minimum of 60%. ((A2-04;A4-01;C2-01; A2.26)

Discipline Goal: During the 19-20 school years to decrease ISS/OSS by 10% as compared to the 19-20 school years. (A. 1.07 )

Achievement Gap Goal: By June 2020, Archer Elementary will decrease the achievement gap in reading composite for students with disabilities by 10% from (2019-14.6 proficient) 32.5% to 29.3 (A2-04;A4-01;C2-01)

Culture and Climate Goal: By 2020, Archer Elementary will increase parental participation by 10% as compared to participation (based upon data obtained from sign in sheets/attendance tracking) during the previous school year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:			While teachers are administering pre-tests to assess student learning, support is needed in the integration of individualized instructional support particularly for student obtaining high levels of proficiency those needed explicit support due to gaps which prevent instructional access to grade level content standards.	Limited Development 09/16/2016		
How it will look when fully met:			*Intervention Support Time will be integrated in Grade Level PLCs		Deb Paul	06/14/2020

			<p>*Teachers and team members will discuss specific action steps to be implemented to increase individual learning outcomes for students lacking proficiency on specific content standards</p> <p>*Teachers will solicit feedback from grade level colleagues, CF and principal and support in monitoring students progress</p> <p>*Lack of progress, students will be referred to school based IST Team</p>			
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/2/19	1. Create Intervention Trackers to be used at all grade levels to identify students lacking proficiency			Deb Paul	06/20/2019
<i>Notes:</i>						
	10/2/19	2. CF/Admin./Grade Level will support in determining Tier 2 interventions for students lacking proficiency based upon standards based summative assessments.			Deb Paul	06/20/2019
<i>Notes:</i>						
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Archer Elementary is a PBIS school. At the beginning of each year, classroom teachers are trained on PBIS procedures. Additionally, select teachers have attended CHAMPS training to support with classroom management.	Limited Development 09/16/2016		
<b>How it will look when fully met:</b>			All classroom teachers will have a clearly established set of classroom expectations and educate their students on PBIS school-wide expectations.		<b>Gina Phillips</b>	<b>06/14/2020</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	11/13/18	Champs training for new staff member and veteran staff needing a refresher in classroom management in an effort to maximize instrucion within all classrooms.			Gina Phillips	06/14/2020
<i>Notes:</i> CHAMPS training will be compulsory for new staff and veteran staff needing support based upon administrative observations.						
	9/15/17	Each classroom teacher and specialist will have an established set of classroom routines and procedures displayed within their respective classrooms. Teachers will review routines and procedures on a daily basis until students have an understanding of classroom, as well as school-wide routines procedures and off tasks behaviors are diminished.			Gina Phillips	06/15/2020

*Notes:* It was discussed that select teachers would benefit from attending CHAMPS training during the month of January-2019 including BT kindergarten teacher. During the January meetings (3), classroom teacher will review, modify existing plan to support increased learning outcomes as a result of refinement of classroom management procedures.

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>			Currently we adhere to the Units provided by the county in the area of Math, Reading, Science. Each week, we meet in PLCs (2x) per week to discuss standards that have been previously addressed, as well as standards that will be addressed.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			<p>Grade levels will develop standards aligned units for each content area and lessons coorelate with each standard</p> <p><u>ARC</u></p> <ul style="list-style-type: none"> <li>Teachers will adhere to pacing embedded in ARC framework.</li> <li>Teachers will provide ongoing support for research units grades 3-5</li> <li>CF will monitor students steps and teacher conferencing rate</li> <li>2nd quarter 3-5 will utilize Accelerated Reader to track (in addition to reading steps) student progress.</li> <li>Grade levels create and step goals and AR goals</li> <li>Media Specialist will share grade AR points per class/grade level during monthly SIT meetings</li> <li>Step Progress grade level and Class will be shared during each PLC meetings</li> <li></li> </ul> <p><u>CKLA</u></p> <ul style="list-style-type: none"> <li>Teachers will create/incorporate writing in CKLA units grades K-2</li> </ul> <p><u>EUREKA</u></p> <p>Teachers will analyze exit tickets and strategically select must does based upon alignment with standards.</p>		Brandon Cash	06/11/2020

<b>Actions</b>		<b>1 of 2 (50%)</b>		
9/17/17	Vertical team meetings will occur by the end of the first quarter ( K/1, 1/2, 2/3/ 3/4 and 4/5)to review and discuss standards alignment. 3rd-5th grade teams will review interim data with paired aligned grade level to review standards in which a significant number of students are lacking mastery. Intervention plan will be developed to support students lacking mastery of content standards.	Complete 01/19/2019	Brandon Cash	01/19/2018
<i>Notes:</i>				
12/4/18	Grade Levels K_5 will meet with Principal, Curriculum Facilitator and utilize GCS curriculum guide to ensure pacing correlates with GCS Pacing Guide/Standards Map		Brandon Cash	06/23/2020
<i>Notes:</i>				

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>		
<b>Effective Practice:</b>			<b>Student support services</b>		
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			We adhered to a tiered instructional system in the realm of Guided Reading. Students are assessed at the BOY using mclass for TRC (comprehension), DIBELS (DORF/PSF.ISF). As such, individualized instruction is provided to our students in in Guided Reading groups each wee. In math, the majority of our teachers have a adopted the Guided Math framework in which 1 component is grade level whole group math instruction, while another component is meeting with small groups. While this is occurring in MOST class rooms, it is not occurring in all. Additionally, a tiered system is not prevalent in the realm of writing, science or social studies.	Limited Development 10/12/2016	
<b>How it will look when fully met:</b>			Teachers will utilize a variety of data sources including formative assessment data, interim data, pre/post test data to determine individual students needs. Focus will be on mastering of content standards with the provision of intensive interventions/remediation for students lacking proficiency and differentiated instruction to expand/accelerate growth for students possessing mastery of content standards. To achieve the aforementioned teachers will be intentional regarding the consistent, intentional implementation of intervention		<b>Verhonda Bautista</b> <b>06/11/2020</b>

			time on daily basis. Observational data will tracked to ensure daily implementation across grade levels particularly during 7:45-8:10 morning block. Baseline data will be obtained from students in content area in which student is receiving tiered intervention support. Data will be analyzed on a consistent basis to determine effectiveness of intervention.			
<b>Actions</b>				<b>0 of 1 (0%)</b>		
8/30/17			*Presentation on Effective Implementation across content areas		Paul	10/31/2020
<i>Notes:</i>						
	KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Archer is a Positive Behavior Intervention and Support School. At the beginning of each year teachers are provided information regarding how the team can support students with behavior transformation such referral to our "Check in and Check Out" . Check in and Check is a means for students have confidential feedback regarding how they are progressing as it relates to target behaviors. In addition to PBIS team, teachers utilize the Intervention Support Team to obtain feedback from peers regarding interventions that can be used to support behavior. Further, teachers at Archer utilize the support of the counselor and social worker as a means to support children with emotional issues. Not all teachers utilize the accessible resources that are in place to support the emotional need of our children (PBIS, counselor, social worker).	Limited Development 09/20/2016		
<b>How it will look when fully met:</b>			ALL teachers will be intentionally sensitive and recognize how a students' emotional states impacts their overall well being, Teachers will be able to support ALL students in managing their emotions, and arrange for supports via counselor, social worker or parental referral to external agencies if support is needed.		Verhonda Bautista	06/13/2020
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/17/17			Teachers will be provided training on how to identify and support students emotional needs. Further, social worker and counselor will be trained on provided support via establishment of social/emotional skills groups to support students displaying necessity of interventions in the emotional/social realm.		Erin Young	05/19/2019
<i>Notes:</i> Erin Young new social worker who will support Leadership Team.						
	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>

<b>Initial Assessment:</b>	We currently have a plan in place in which rising 5th graders visit Allen Middle school which is our feeder school. Students who do not attend Allen have not had the opportunity to visit middle schools which they will be attending for the next year. Additionally, transitions have not been developed for prek-4th grade students.	Limited Development 09/17/2017		
<b>How it will look when fully met:</b>	5th grade students who will attend schools other than Allen will have opportunity to visit new sites. pre-k -4th grade students will have the opportunity to experience some time in subsequent grade my meeting teachers and students for the upcoming school year.		<b>Sophia Roberts</b>	<b>06/13/2020</b>
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/17/17	pre-k-5th grade students will meet teachers and students in next grade level.		Sophia Roberts	06/13/2019
<i>Notes:</i>				

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
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/19/2016		
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Sophia Roberts	06/13/2020
Actions				0 of 1 (0%)		
9/17/17			The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2019		Sophia Roberts	06/13/2019
Notes:						
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at	Implementation Status	Assigned To	Target Date

			least twice a month) to review implementation of effective practices.(5137)			
Initial Assessment:			While our Leadership Team meets monthly, as a team we agree that we need to have a more explicit focus on the implementation and effective instructional strategies. Currently our "data" discussions are grade level focused with instructional conversations centered around grade level. A more concerted will be made regarding vertical team planning amongst grade levels and cross grade level discussions regarding instructional practices during SIT meetings.	Limited Development 09/19/2016		
How it will look when fully met:			School Improvement Team meets once month. Instructional team meets weekly to discuss and address instructional issues.		Sophia Roberts	06/11/2020
Actions				0 of 1 (0%)		
	9/17/17	SIT (Meets once a month) Instructional/Impact team (Meets once a week)			Sophia Roberts	06/14/2019
Notes: SIT meets once per month. Admin team meets weekly to discuss instructional concerns.						

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Teachers within Archer meet weekly within Grade Level PLCs to discuss content standards in the area of ELA/Math and science. While teachers meet for instructional planning at least twice per week and these meetings are lead by teachers, specific duties and roles have not been assigned as it relates to instructional planning.			Limited Development 10/13/2016		
	Priority Score: 3                      Opportunity Score: 2			Index Score: 6		
<b>How it will look when fully met:</b>	Each week teachers at Archer participate in grade level Professional Learning Communities to discern the impact of teaching and student learning outcomes. While we meet 2 times per week (Tuesdays/Wednesdays) to review student progress as well as interventions to provide to students lacking mastery of specific common core content standards, each team member is not assigned a role. Our current procedure includes the Grade Level chair establishing agenda (based upon feedback, progress made from previous week) and send the agenda out to team members, admin., CF and Title I contact. During our meetings which are primarily lead by our CF, teachers			<b>Objective Met 10/14/19</b>	<b>Sophia Roberts</b>	<b>06/10/2020</b>

	contribute by discussing strategies utilized within their respective classrooms. In order to make PLCs run more effectively, we recognize that assigning specific duties/roles will increase the overall focus and effectiveness as it relates to improving teaching in an effort to improve student mastery/learning outcomes.			
<b>Actions</b>				
10/14/16	Admin will monitor effectiveness of roles within PLC	Complete 06/30/2018	Sophia Roberts	06/30/2018
	<i>Notes:</i> Admin attends weekly PLCs. Since becoming a Key Indicator, teachers have embraced roles which have ensured that our PLCs are data driven with a specific focus on standards to improve student outcomes.			
8/30/17	*Comprise a Community Council consisting of principal, counselor social worker, teachers and parents. Plan workshops related to school home compact, workshops regarding how parents can provide support within the home environment with core content standards.	Complete 10/14/2019	Sophia Roberts	06/11/2019
	<i>Notes:</i>			
10/14/16	Training for assigned roles will occur during PLCs on the following date: 11/2, 11/9 and 11/16. Roberts and Patterson will provide training to teachers on to the roles and responsibilities of 1. Facilitator-A. Develop agenda and distribute the week before next meeting B. Facilitate meeting C. Keep team focused on SMART goals D. Ensure that all Team members are participating 2. Recorder-A. Record minutes B. List resources (example-websites, books etc.) that correlate with standard C. Send minutes listing resources and strategies to team members 3. TimeKeeper-A. Monitor Agenda times and topics B. Keep team focused on the discussing of teaching/student learning and content standards C. Cal for tabling subject if solutions cannot be made within the time frame of meeting 4. Reporter-A. Review norms at start of meeting, B. Review Standards/Objectives discussed from previous meeting.	Complete 10/14/2019	Sophia Roberts	06/30/2019
	<i>Notes:</i> CF has expressed that she has received training on specific roles for PLCs. As opposed to overloading teachers with all roles, we will provide explicit information/training on the roles during the month of November. By having PLCs in which the framework is clearly defined, our goal of increasing student achievement and focus on student learning outcomes will be addressed.			
<b>Implementation:</b>		10/14/2019		
<b>Evidence</b>	3/13/2017 1)Weekly Agenda 2) Meeting Minutes 3) Continuous data review.			



<b>Experience</b>	3/13/2017 Each week teachers meet within math/literacy and science PLCs to discuss how current instruction is impacting student progress. Prior to each meeting the grade level chair submits the agenda to admin and CF to guide in discussions as they relate to individual teaching strategies that are executed within each class, student progress based upon delivered instruction and next steps for remediation and intervention for students lacking mastery.			
<b>Sustainability</b>	3/13/2017 Attendance at meeting. Support in facilitating discussion.			

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:			Via walk-throughs, formal observation and PLCs, the principal utilizes data to determine teacher effectiveness regarding student learning outcomes based upon lessons executed.	Limited Development 09/20/2016		
How it will look when fully met:			Teacher observations are completed in a timely matter. Teachers are provided explicit feedback, resources, and support.		Sophia Roberts	06/14/2020
Actions				0 of 1 (0%)		
9/17/17		Creation of walk-through/observation schedule. In weekly admin meetings discuss data from walk-throughs.			Sophia Roberts	06/13/2019
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:			LEA Response: (Limited Implementation) Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for	Limited Development 09/19/2016		

	calibration purposes School Response At the beginning and end of each year, we review End of Grade test data (3rd-5th), TRC data (K-5), DIBELS data (K-3) to assess student progress. Embedded in this review is reflection of structures and strategies that contribute to student progress (ex. impact of utilizing specialists for tutoring, Extended Learning, academic resources etc). A key component that is absent in this review is determining school-wide professional development needs to support staff in ensuring consistent growth amongst students.			
<b>How it will look when fully met:</b>	When this objective is fully met, SIT will have utilized empirical and observational data to determine areas in which access to Professional Development will enhance teaching in effort to positively impact student growth. Information needed to provide evidence that the objective is fully meet: *Intensive Review of Data (subgroup data, growth, proficiency at all grade levels) *Needs Assessment to determine explicit areas of focus for classroom/school-wide improvement *Provision of Professional Development related to academic needs *Data obtained post professional development to determine effectiveness.		<b>Sophia Roberts</b>	<b>06/11/2020</b>
<b>Actions</b>		<b>2 of 3 (67%)</b>		
9/20/16	*Weekly PLC Meetings	Complete 11/13/2018	Sophia Roberts	06/11/2018
	<i>Notes:</i> While collaborating with colleagues in PLCs and upon reviewing data for interventions, reflect upon areas in which meaningful Professional Development would be useful in an effort to increase student learning outcomes.			
9/19/16	*Analyze Empirical and Observational Data	Complete 11/13/2018	Sophia Roberts	06/13/2018
	<i>Notes:</i> Teachers have expressed a need to have more Professional Development regarding how to support our children who are identified as exceptional. Many of our EC students spend the majority of their day in the typical classroom and teachers are seeking instructional strategies to support the children in becoming proficient in all areas in light of the fact that data supports school-wide and countywide that significant number of our EC students are below grade level in the realm of reading and math. To support the aforementioned, PD has will be delivered on Feb. 15 regarding how to better support our AU subgroup.			
11/13/18	Instructional Teams will bring select Data to discuss monthly at School Improvement Team Meetings		Verhonda Bautista	06/11/2020
	<i>Notes:</i>			

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:			It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Currently we do not have an explicit system of procedures and protocols for recruitment, evaluation or rewarding/replacing staff.	Limited Development 10/13/2016		
How it will look when fully met:			Archer will continue to have a low rate of teacher turnover/leaving that does not relate to surplasing of employees.		Sophia Roberts	06/15/2020
Actions				0 of 1 (0%)		
		9/17/17	Utilize data from TWC survey to assess culture/climate. Analyze provide measure of support to decrease teacher turnover.		Sophia Roberts	06/13/2020
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
<b>Initial Assessment:</b>			Currently parents receive fairly consistent communication regarding what is being taught in the classrooms. Additionally, parents receive weekly communication from the admin. regarding current events within the school environment, issues pertinent to student safety, in addition to highlighting achievements.	Limited Development 09/19/2016		
<b>How it will look when fully met:</b>			Teachers, SIT Team will plan and prepare quarterly workshops for parents to provide information regarding how parents can be of support to students within the home environment.		<b>Abeda Merga</b>	<b>06/11/2020</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/15/17		In grade level PLCs discuss ways in which parents can support children in the home environment. Coordinate with grade levels to host a grade level parent workshops. Coordinate with interpreters to ensure that they provide translations in Spanish and Vietnamese in each session.		Deb Paul	10/31/2017
<i>Notes:</i>						
	8/30/17		Implementation of workshops for parents to provide explicit strategies regarding how to support students within the home environment.		LaKisha Graham	06/11/2018
<i>Notes:</i>						