

## Comprehensive Progress Report

**Mission:** The mission of J.C. Sawyer Elementary School is to foster an environment that promotes opportunities for all students to reach their full potential while building lifelong learners. We will set high standards and educate every student - maximizing their strengths and talents, while working collaboratively to overcome their challenges.

**Vision:** J.C. Sawyer is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

**Goals:**

- Every student at J.C. Sawyer will receive high quality instruction in order to prepare them for further education and citizenship.
- Every student at J.C. Sawyer, based on current data, will receive small group instruction relevant to their needs.
- At J.C. Sawyer, all certified staff will be given professional development opportunities based on their needs in order to increase student achievement.
- Every student at J.C. Sawyer will be responsible, respectful, and safe.



! = Past Due Objectives      KEY = Key Indicator

**Core Function:**      **Dimension A - Instructional Excellence and Alignment**

| Effective Practice:                     |         |  | High expectations for all staff and students  |                                   |             |             |
|---|---------|--|---|-----------------------------------|-------------|-------------|
| !                                       | 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 |
| <i>Initial Assessment:</i>              |         |  | <p><b>July 2018</b></p> <p>Some teachers are using PBIS strategies and working hard in their classrooms and as a grade-level to positively teach rules and procedures.</p> <p>K-5 PBIS ticket incentives and celebrations have been developed during the year, but are not consistent and implemented by all teachers.</p> <p>PBIS matrices are posted throughout the building.</p> <p>Some grade levels are doing PBIS initiatives.</p>                  | Limited Development<br>09/27/2017 |             |             |
| <i>How it will look when fully met:</i> |         |  | <p>All staff will consistently teach school-wide and classroom processes and procedures.</p> <p>All staff will use positive reinforcement to recognize students for maintaining a safe and orderly environment.</p> <p>When fully met, PBIS matrices will be posted and taught in all classrooms. School-wide and classroom procedures and processes will be explicitly taught the first 20 days of schools and revisited throughout the school year.</p> |                                   | Lori Abbott | 06/07/2019  |
| <b>Actions</b>                          |         |  |   | <b>1 of 3 (33%)</b>               |             |             |
|   | 10/2/18 | Create a new PBIS matrix for our school with student-friendly pictures and positive words that reflect our school-wide expectations. |   | Complete 08/31/2018               | Lori Abbott | 08/27/2018  |

*Notes:*

10/2/18 Develop a MTSS/PBIS electronic folder with lessons plans for teachers to use in order to explicitly teach processes and procedures during the first 20 days of school and throughout the school year.

Lori Abbott

06/07/2019

*Notes:* Mrs. Abbott will continually update the MTSS/PBIS folder with lessons and resources. Teachers will consistently use the folder to teach processes and procedures throughout the year.

10/2/18 Create a school-wide PBIS system to effectively support classroom management.

Lori Abbott

06/07/2019

*Notes:* Individual Classroom System: Classroom Clip Charts - students begin each day on the school PBIS matrix and can move up or down throughout the day. Students will work towards a monthly PBIS celebration for staying on or above the matrix each day.

Class Recognition System: Dolphin Ten Frames - Students will earn a Dolphin token on their class ten frame for compliments and recognition from staff or other adults. For every ten Dolphin tokens received the class will earn a award.

| 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 instructional teams currently meet on a weekly basis during planning and after school to develop Learning-Focused lesson plans based on lesson curriculum. Teachers have a general understanding of unpacking standards and developing learning goals, but need consistency and further support in developing common, rigorous assignments and learning activities to meet the standard.  | Limited Development<br>10/11/2016 |                        |                   |
|   |       | Priority Score: 3                      Opportunity Score: 2   | Index Score: 6                    |                        |                   |
| <i>How it will look when fully met:</i> |       | By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score by meeting or exceeding growth as measured by EVAAS.   | <b>09/08/17</b>                   | <b>Anthony Perkins</b> | <b>06/08/2018</b> |
| <i>Actions</i>                          |       |   |                                   |                        |                   |
| <i>Notes:</i>                           |       |   |                                   |                        |                   |
| <i>Implementation:</i>                  |       |   | 09/08/2017                        |                        |                   |
| <i>Evidence</i>                         |       | 9/8/2017 Funding was used to purchase nonfiction text. Staff met weekly in cohorts to work on unpacking and understanding grade-level standards. Staff also met after school every Monday in PLC meetings to review data, share progress, and develop lesson plans.   |                                   |                        |                   |
| <i>Experience</i>                       |       | 9/8/2017 The teachers and administrative team worked effectively and consistently to meet during school-level and district-wide PLC meetings. Meetings were used to review data and develop standards-aligned lesson plans. Teachers worked in three cohorts to unpack standards and gain a better understanding of what students should know and be able to do. The use of informational text was increased in small group instruction due to the purchase of additional nonfiction materials. |                                   |                        |                   |
| <i>Sustainability</i>                   |       | 9/8/2017 Teachers will need continued work on writing standards-aligned units of instruction through PLC meetings and Learning Focused Micro-PD. In teams, we need to review and analyze more data to guide our instruction. Staff also need continued support in how to use informational materials with more intent in the classroom. We need continued work on effective instructional strategies - such as utilizing a graphic organizer and writing across the content.                    |                                   |                        |                   |

| Core Function:                          |       | Dimension A - Instructional Excellence and Alignment  |                                   |                    |                    |
|---|-------|---|-----------------------------------|--------------------|--------------------|
| Effective Practice:                     |       | Student support services  |                                   |                    |                    |
| KEY                                     | A4.01 | <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>Target Date</b> |
| <i>Initial Assessment:</i>              |       | Teachers have a general understanding of MTSS, our tiered instructional system, but are inconsistent in implementing evidence-based instruction to meet the needs of all students.  | Limited Development<br>10/09/2017 |                    |                    |
| <i>How it will look when fully met:</i> |       | By the end of the 2017-2018, J.C. Sawyer will implement MTSS in order to identify students in need of Tier II interventions and deliver evidence-based instruction to strengthen core instruction for all students. We will have 100% buy-in from all instructional staff members in order to increase our overall end-of-grade level proficiency to 65%. ) |                                   | Sabrina Sears      | 06/08/2018         |
| <b>Actions</b>                          |       |   |                                   |                    |                    |
| Notes:                                  |       |   |                                   |                    |                    |
| 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>              |       | All teachers recognize students' emotional needs, but need further training on MTSS research-based practices in order to address those needs and manage them in an effective way.   | Limited Development<br>10/09/2017 |                    |                    |
| <i>How it will look when fully met:</i> |       | Teachers will be implementing effective, research-based MTSS practices for behavior management which will result in a 20% decrease in office referrals throughout the school year.  |                                   | Lori Abbott        | 01/25/2018         |
| <b>Actions</b>                          |       |   |                                   |                    |                    |
| Notes:                                  |       |   |                                   |                    |                    |

| 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       |
|---|-------|--|-----------------------------------|------------------------|-------------------|
| <i>Initial Assessment:</i>              |       | The school develops plans and collaborate with one another, but we need to work on being consistent and intentional with our future plans to support student transitions.  | Limited Development<br>10/09/2017 |                        |                   |
| <i>How it will look when fully met:</i> |       | By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score as met or exceeded growth as measured by EVAAS. |                                   | <b>Anthony Perkins</b> | <b>06/08/2018</b> |
| <b>Actions</b>                          |       |  |                                   |                        |                   |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |

| <b>Core Function:</b>                   |       | <b>Dimension B - Leadership Capacity</b>   |                                   |                        |                   |
|---|-------|--|-----------------------------------|------------------------|-------------------|
| <b>Effective Practice:</b>              |       | <b>Strategic planning, mission, and vision</b>   |                                   |                        |                   |
| KEY                                     | B1.01 | The LEA has an LEA Support & Improvement Team.(5135)   | Implementation Status             | Assigned To            | Target Date       |
| <i>Initial Assessment:</i>              |       | We have a School Improvement Team that meets twice a month to review the SIT plan.   | Limited Development<br>10/09/2017 |                        |                   |
| <i>How it will look when fully met:</i> |       | By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score as measured by EVAAS. |                                   | <b>Lauren Williams</b> | <b>11/01/2017</b> |
| <b>Actions</b>                          |       |  |                                   |                        |                   |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |

|   | 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 Improvement Team currently meets twice a month to measure data and review progress.  | Limited Development<br>10/11/2016 |   |                       |                       | Priority Score: 2                      Opportunity Score: 2  | Index Score: 4 |  |  |
| <i>How it will look when fully met:</i> | The SIT will meet on the first and third Monday of each month to review academic and discipline data and monitor our plan to make necessary adjustments and/or additions.   | <b>09/08/17</b>                   | <b>Anthony Perkins</b>  | <b>11/17/2016</b>     | <i>Actions</i>        |  |                |  |  |
|   |   |                                   |   |                       | <i>Notes:</i>         |  |                |  |  |
| <i>Implementation:</i>                  |   | 09/08/2017                        |   |                       | <i>Evidence</i>       | 9/8/2017. The School Improvement Team met twice a month to review and monitor the school improvement plan.                                   |                |  |  |
| <i>Experience</i>                       | 9/8/2017. The School Improvement Team twice each month to review and monitor the school improvement plan. The team reviewed data (testing, discipline, etc.) in order to make necessary adjustment and additions. |                                   |   |                       | <i>Sustainability</i> | 9/8/2017. We will need to continue meeting twice a month to review our plan, look at data, discuss the progress towards our tasks and goals. |                |  |  |

| 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>              |       | Teacher at each grade level have common planning. They meet each Wednesday for PLC's. They do not have specific duties with in the grade level planning.   | Limited Development<br>10/11/2016 |                        |                   |
|   |       | Priority Score: 2  | Opportunity Score: 2              | Index Score: 4         |                   |
| <i>How it will look when fully met:</i> |       | All grade levels will meet regularly to analyze data, understand standards and work collaboratively to develop quality grade level lessons and participate in targeted professional development.   | <b>09/08/17</b>                   | <b>Anthony Perkins</b> | <b>06/08/2018</b> |
| <b>Actions</b>                          |       |  |                                   |                        |                   |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| <b>Implementation:</b>                  |       |  | 09/08/2017                        |                        |                   |
| <i>Evidence</i>                         |       | 9/8/2017. Staff met every Monday in cohorts after school and weekly in PLC teams to unpack grade-level standards and identify the ones of high priority.   |                                   |                        |                   |
| <i>Experience</i>                       |       | 9/8/2017 Teachers worked collaboratively in teams to unpack grade-level standards and determine which standards are of highest priority and which standards support the instruction of those standards.  |                                   |                        |                   |
| <i>Sustainability</i>                   |       | 9/8/2017. Teachers will need continued work in unpacking grade-level standards and developing specific learning goals in order to plan effective learning activities. Learning-Focused professional development will continue to happen monthly and support meetings in addition to grade level meetings will happen weekly. |                                   |                        |                   |

| 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       |
| <i>Initial Assessment:</i>              |       | The principal monitors curriculum and instruction during observations. Feedback is inconsistent and not always provided in a timely manner.  | Limited Development<br>10/11/2016 |                        |                   |
|   |       | Priority Score: 3  | Opportunity Score: 2              | Index Score: 6         |                   |
| <b>How it will look when fully met:</b> |       | Principals will regularly be in classrooms and monitoring classroom and providing targeted professional development to increase student performance.   | <b>Objective Met<br/>09/08/17</b> | <b>Anthony Perkins</b> | <b>06/08/2018</b> |
| <b>Actions</b>                          |       |  |                                   |                        |                   |
| 10/11/16                                |       | The school leadership team will establish "must have" in every classroom every day;<br>- 2 hour reading block<br>- numbered heads student collaboration strategies/ student collaboration<br>- extended reading passages 2-5<br>- connected sentences k-1<br>- summary writing | Complete 10/28/2016               | Christopher Pullet     | 08/31/2016        |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| 10/11/16                                |       | Feedback will be given as a whole school as well as individual teachers regarding their implementation of "must have" tasks.   | Complete 06/08/2017               | Antoinette Reid        | 10/31/2016        |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| 10/11/16                                |       | The leadership team will perform a minimum of five classroom walk throughs each day.   | Complete 06/08/2017               | Christopher Pullet     | 10/31/2016        |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| 10/11/16                                |       | Lessons will be completed on the lesson plan template at the completion of each cohort. The plans will be collected, feedback provided and implementation will be monitored.   | Complete 06/08/2017               | Christopher Pullet     | 02/15/2017        |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| 10/9/17                                 |       | Create and Teacher Needs Assessment for staff and share data at monthly staff meeting and weekly PLC's and develop professional development to address targeted areas.   | Complete 10/27/2017               | Lauren Williams        | 11/15/2017        |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| <b>Implementation:</b>                  |       |  | 09/08/2017                        |                        |                   |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
| <b>Evidence</b>       | 9/8/2017. Teachers worked effectively to implement non-negotiable strategies in their classrooms. Walk-throughs, formal observations, and feedback were given and completed by the end of the year. Lessons were turned in to administrative team and feedback was provided. Lesson plans and implementation of instructional strategies were monitored.   |  |  |  |
| <b>Experience</b>     | 9/8/2017 The school leadership team established a non-negotiable list of instructional strategies that should be happening in every classroom, every day. A checklist was developed for the administrative team to conduct walk-throughs each day in order to collect data. The goal was 5 classrooms for 5 minutes each. Formal observations were completed on each teacher and feedback was provided.  |  |  |  |
| <b>Sustainability</b> | 9/8/2017 Our school non-negotiable items may need to be adjusted based on the current school goals for the year. The administrative team will need to communicate expectations and model (if necessary) what they are looking for during classroom walk-throughs. A schedule needs to be set up for conducting formal observations and feedback needs to be given in a timely manner. Teachers will need to turn in lessons on the Learning-Focused Template - in parts, with administrative feedback. |  |  |  |

| 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>              |       | The school looks at multiple sources of performance data. We have become more proficient at looking at data, however timely implementation of a plan on that data continues to be an issue.  | Limited Development<br>10/11/2016 |                        |                   |
|   |       | Priority Score: 3                      Opportunity Score: 1  | Index Score: 3                    |                        |                   |
| <i>How it will look when fully met:</i> |       | By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade-level proficiency to at least 65%. Student growth index will continue to improve with 90% of the teachers will have a positive growth index as measured by EVAAS. Teachers will be using their EOG, EVAAS, Benchmark, MClass, Schoolnet, NC Check-ins, anecdotal notes, teacher/student conference logs and observation data to determine needs. The school and district will provide ongoing training and support based on the needs of the staff and their data. | <b>09/08/17</b>                   | <b>Lauren Williams</b> | <b>06/08/2018</b> |
| <i>Actions</i>                          |       |  |                                   |                        |                   |
| <i>Notes:</i>                           |       |  |                                   |                        |                   |
| <i>Implementation:</i>                  |       |  | 09/08/2017                        |                        |                   |
| <i>Evidence</i>                         |       | 9/8/2017. Teachers met one a month for district-wide professional development and once a week after-school for Learning-Focused unpacking standards and lesson plan development. Substitutes were hired for vertical and horizontal planning sessions.   |                                   |                        |                   |
| <i>Experience</i>                       |       | 9/8/2017. The district provided mostly professional development on developing High-Performance Learning-Focused lessons and at the school-level, teacher worked on cohorts on developing and implementing the new instructional framework. Substitute teachers were hired in order for teachers to have one vertical and one horizontal planning session. Teachers also met weekly in cohorts to work on unpacking grade-level standards and developing high quality lessons.  |                                   |                        |                   |

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| <b>Sustainability</b> | 9/8/2017. Our staff will need to attend district-wide professional development meetings and school-level PLCs to continue work on Learning-Focused lessons and adding rigor and higher-order thinking skills. Early release days will need to be utilized for structured and specific school-level professional development based on teacher need. |  |  |  |
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| <b>Core Function:</b> | <b>Dimension C - Professional Capacity</b> |  |  |  |
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|                            |   |  |  |  |
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| <b>Effective Practice:</b> | <b>Talent recruitment and retention</b> |  |  |  |
|----------------------------|---|--|--|--|

| 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 |
|-----|-------|---|-----------------------|-------------|-------------|
|-----|-------|---|-----------------------|-------------|-------------|

|                            |   |  |                              |  |  |
|----------------------------|---|--|------------------------------|--|--|
| <b>Initial Assessment:</b> | All teachers are evaluated to determine their areas of strength and areas of improvement. School-level administrators follow district protocol for recruiting and replacing staff. Rewarding staff and recognizing positive accomplishments is an area in which we need to improve. |  | No Development<br>09/27/2017 |  |  |
|----------------------------|---|--|------------------------------|--|--|

|   |   |  |  |                        |                   |
|---|---|--|--|------------------------|-------------------|
| <b>How it will look when fully met:</b> | J.C. Sawyer will have less than 10% teacher turnover from year to year. |  |  | <b>Anthony Perkins</b> | <b>06/08/2018</b> |
|---|---|--|--|------------------------|-------------------|

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| <b>Actions</b> |  |  |  |  |  |
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| <i>Notes:</i> |  |  |  |  |  |
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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 has very strong parent support from some demographics, however our students who are eligible for free and reduced lunch are difficult to reach and their students continue to struggle.   | Limited Development<br>10/11/2016 |                       |                   |
|   |       | Priority Score: 2                      Opportunity Score: 2  | Index Score: 4                    |                       |                   |
| <i>How it will look when fully met:</i> |       | By the end of the 2016-17 school year, J C Sawyer will have increased its overall end of grade-level proficiency by at least 10 percentage points. Student growth index will continue to improve with 90% of teacher will show positive growth as met or exceeded growth measured by EVAAS. All parents will regularly attend information sessions and implement strategies that support student learning. Parents will provide actionable feedback regarding their own student's needs. | <b>09/08/17</b>                   | <b>Megan Meredith</b> | <b>06/09/2017</b> |
| <b>Actions</b>                          |       |  |                                   |                       |                   |
|   |       |  |                                   |                       |                   |
| <i>Notes:</i>                           |       |  |                                   |                       |                   |
| <b>Implementation:</b>                  |       |  | 09/08/2017                        |                       |                   |
| <b>Evidence</b>                         |       | 9/8/2017. Parent nights were established throughout the year and surveys were completed and turned in. Information was shared in a variety of ways: School Connect calls, social media, flyers, etc.   |                                   |                       |                   |
| <b>Experience</b>                       |       | 9/8/2017. Parents participated in school-level surveys through Title 1 parent nights. Parents nights were used to educate and inform parents about academic strategies and supports that are in place to help their child. Community partners came to the school for presentations and activities with classes of students.  |                                   |                       |                   |
| <b>Sustainability</b>                   |       | 9/8/2017. As a team, we need to think about our next steps for family and community involvement. Our future parent nights need to be more educational, rather than a presentation and/or showcase. Also, looking at how we can reach more families.  |                                   |                       |                   |