

Comprehensive Progress Report

Mission: Mission: Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world. Vision: Orange County Schools envisions a public school system that prepares all students to be creative, constructive thinkers who become healthy productive and responsible members of our community and the world. District Goals for Orange County Schools OCS GOAL 1: Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers. OCS Goal 2: Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community. OCS Goal 3: Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students. OCS Goal 4: Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students. OCS Goal 5: Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources. A.L Stanback Mission: To ensure that all students, faculty, and staff are Achieving, Leading, and Succeeding. Our Vision: A.L. Stanback engages and inspires diverse students with a quality education to cultivate thinkers who will become successful leaders and contributing, productive global citizens. Our Beliefs: We believe students will achieve academic success through the implementation of multiple learning strategies and challenging expectations. We believe a student's unique physical, social, emotional, and intellectual needs are enhanced by positive relationships and mutual respect among and between teachers, students, parents, and community. We believe students are better prepared to make decisions given a supportive, safe, and physically comfortable learning environment.

Vision: A.L. Stanback engages and inspires diverse students with a quality education to cultivate thinkers who will become successful leaders and contributing, productive global citizens.

Goals:

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.

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.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.



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>		This will be a focus of the 2019-2020 school year.	Limited Development 08/25/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Wyn Payton	06/10/2019
Actions					
Notes:					

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>		This will be a focus of the 2019-2020 school year.	Limited Development 08/14/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.	08/28/18	Jeff Rachlin	06/07/2019
Actions					
Notes:					
<i>Implementation:</i>			08/28/2018		
<i>Evidence</i>		8/28/2018			
<i>Experience</i>		8/28/2018			
<i>Sustainability</i>		8/28/2018			

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>			Instruction is tiered in Bulldog Academy and Math Intervention, but not in every setting and not with fidelity. Not all students are having their individual needs met in the classroom setting. The actions would be bulldog academy, small group instruction goals, and PLC staff development	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>			Every classroom will have instruction based on level of students and provide evidence of why student was placed in their group and their progress based on the choice of their placement,		Debra Cheap	06/08/2018
Actions				0 of 4 (0%)		
	8/27/17	Additional data accountability monitoring systems will be created by admin and MTSS team for guiding conversations, progress, and effective change to meet the needs of students. Bulldog Academy rosters will be aligned to track student progress and provide the first base of student data, IO Education will also be utilized to provide ongoing clustering of student needs.			Wyn Payton	06/10/2019
<i>Notes:</i>						
	8/27/17	Provide PD on monthly basis on assessment tools, strategies, and consensus of understanding of the MTSS process.			Wyn Payton	06/10/2019
<i>Notes:</i>						
	8/27/17	We focus on the structures of our PLC meetings to increase effectiveness and success rates at meeting student needs. This includes agendas, tracking results, common assessments, and planning ahead. Direct coaching of PLC meetings weekly to discuss data discussion and instructional design. We will define and implement expectations of all teachers to develop academic and behavior protocol			Jeff Rachlin	06/10/2019
<i>Notes:</i>						
	9/3/18	Develop of a system of tiered behavior support for students, tracked, and shared with staff (i.e. check in system, exploratory mentoring program, restorative practices.)			Jeff Rachlin	06/10/2019
<i>Notes:</i>						

	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>			This will be a focus of the 2019-2020 school year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>			This will be a focus of the 2019-2020 school year.		Cierra Powe	06/08/2018
<i>Actions</i>						
<i>Notes:</i>						
	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>			Currently we have a transition program for 6th graders that provides a middle school 101 day before the other students arrive to provide team building as well as parent nights and tours for all students. The school also has a team of students that work at providing transition support and tours throughout the year. For the students transitioning to high school we provide a parent night, tours for students, and individual counseling sessions for course selection.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>			We will provide time for teachers to target students vertically and allow for more specific and individual support during the transition. There will also be tracking of individual student growth during the first year of transition.		Cierra Powe	06/07/2019
<i>Actions</i>				0 of 4 (0%)		
		9/3/18	Create a mentoring program for targeted 6th graders with exploratory teachers and Bark Squad. Students will be minority at risk students who may need additional support to create success.		Tenisha Williamson	06/10/2019
<i>Notes:</i>						
		9/3/18	Rework social studies curriculum in 6th grade to include character, conflict resolution, restorative justice practices, community-building and future ready skills		Jeff Rachlin	06/10/2019
<i>Notes:</i>						

9/3/18	Create a committee made of teachers, students, and parents to analyze and develop a plan of engagement, resiliency, goal-setting, and positive relationships to assist with 8th grader transitions. Teachers will also make an effort this year to look at practices that need to be improved in order to create a stronger team dynamic of support for students.		Jeff Rachlin	06/10/2019
<i>Notes:</i>				
9/3/18	Work at developing a partnership with Cedar Ridge High School for monthly topics of student-led transitions. Creating a student-led transition program to guide students through the necessary skill development to be successful in high school.		Jeff Rachlin	06/10/2019
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This will be a focus of the 2019-2020 school year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Jamie Borland	06/08/2018
Actions					
<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>		This will be a focus of the 2019-2020 school year.	Limited Development 08/10/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Kristie Mabry	06/08/2019
Actions					
<i>Notes:</i>					

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>		This will be a focus of the 2019-2020 school year.	Limited Development 08/28/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Richard Lewis	06/08/2019
Actions					
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently administration does walk throughs during the first quarter on a weekly basis, but tend to fall off as the year progresses. PLC meetings minutes are kept but no feedback is currently being given. Last year there was a process developed for data protocol and each core subject was monitored at least once.	Limited Development 08/28/2017		
<i>How it will look when fully met:</i>		This will be an indicator of focus for the 2018-19 academic year		Wyn Payton	06/08/2019
Actions			0 of 3 (0%)		
	8/28/17	Walkthroughs with directed and intentional feedback as well as developing a plan for peer walkthroughs and co-walkthroughs with administration.		Jeff Rachlin	06/10/2019
Notes:					
	9/3/18	Administration will provide direct and explicit feedback to content area PLC minutes and agendas to ensure protocols are being followed and instruction is being designed around specific student needed.		Jeff Rachlin	06/10/2019
Notes:					
	9/3/18	Integrated units created by core teachers will be shared in advance (beginning of each quarter) to staff and collected for review. Exploratory teachers will participate in one per quarter.		Jeff Rachlin	06/10/2019
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
<i>Initial Assessment:</i>		This will be a focus of the 2019-2020 school year.	Limited Development 08/28/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Richard Lewis	06/08/2019
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This will be a focus of the 2019-2020 school year.	Limited Development 08/28/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Jeff Rachlin	06/08/2019
Actions					
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This will be a focus of the 2019-2020 school year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		This will be a focus of the 2019-2020 school year.		Richard Lewis	06/08/2018
<i>Actions</i>					
<i>Notes:</i>					