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.

Vision:

Children are the priority, change is the reality, collaboration is the strategy. Learning for <u>all</u> is our mission.

Goals:

OCS 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: Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community. OCS 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: 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: Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

! = 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
Initial Assessment:		Steps were taken last year to train a small group of staff members in PBIS last year. We are implementing PBIS as a school-wide program this year.	Limited Development 08/21/2017		

			Amanda Boleratz	06/10/2020
How it will look when fully met:	In full implementation, every CPES classroom will establish respectful, student-centered classroom procedures in line with evidence-based PBIS practices, and our **CPES matrix** (rules/expectations) will be effectively implemented school-wide as our common language for teaching expected behaviors. Every teacher will utilize and reinforce the CPES Matrix throughout the year, with an intentional focus at the beginning and middle of the year. Our CPES rules/expectations will also be posted and readily available so they can be referenced by substitutes and other classroom visitors. All students will be addressed with kindness and respect. All teachers will enforce classroom rules fairly and consistently, and consequences for negative behavior will be handled consistently by classroom teachers, staff, and administration. All staff will participate in school-wide PBIS Professional Development and implement effective classroom management techniques and PBIS strategies. Any teachers who needs additional support with implementation will attend additional professional development or receive coaching based on their individualized areas of need, and/or be paired with a peer to assist with strategies for implementation. Staff members will seek out and utilize support from PLC, MTSS team, PBIS team members, and/or administration to proactively support student needs. MTSS data meetings will regularly review, analyze and provide support based on student behavior data trends. All classroom teachers will implement an individual and/or team-oriented classroom reward system. All teachers will maintain consistent communication with parents/guardians through classroom newsletters and/or other forms of communication and make proactive attempts to build positive relationships with parents.			
Actions		0 of 8 (0%)		
9/18/18	All teachers teach expectations using the CPES matrix in all areas of school, and CPES Matrix is posted within classrooms and specific locations throughout our building.		Amanda Boleratz	06/09/2018
Notes:				

10/2/18	Create and Implement a CPES Self-Reflection sheet for students to reflect on their behavior		Amanda Boleratz	12/01/2018
Notes:				
10/2/18	Create and revise PBIS Matrix using the CPES acronym for Caring, Prepared, Engaged, and Safe.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Put up CPES expectations from matrix in designated common area of school (cafeteria, bathrooms, etc)		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Have teachers send communication about "What Respectful Tigers Do" (CPES acronym) home to parents (e.g. newsletter)		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Teachers implement classroom rewards systems (tickets, pom poms, Tiger Paws, etc) on an individual, small group, and/or whole class basis. Teachers analyze results on student behavior outcomes and consult with PLC or PBIS team on implementation strategies.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	All classroom teachers and grade-levels implement a system that builds community (e.g. restorative justice, circle time, morning meeting)		Amanda Boleratz	06/01/2019
Notes:				
9/18/18	Teachers on PBIS committee received PBIS training at EOY2017-2018, and whole staff training will be provided through PDs at faculty meetings throughout the 2018-19 school year. Continued training for PBIS committee members is needed this year.		Amanda Boleratz	06/10/2019
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**
Initial Assessment:	Teams meet weekly to establish a pre/post tests, analyze student learning results, and collaborate on curriculum alignment. PLCs discuss strategies for differentiation and share resources.	Limited Development 08/21/2017		
How it will look when fully met:	Each grade level team will collaborate on the assessment process and develop grade standards-based assessments based on units of instruction that have been cell constructed and differentiated. Teachers will collaborate and work together leaning on each other's strengths to create lessons that allow them to share the responsibility and grow from each other through the process.		Amanda Boleratz	06/01/2019
Actions				
	Notes:			

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**
Initial Assessment:	We are in Year 1 of MTSS implementation. This is a new process for the staff, however, there is some established alignment with components of the previous student support program, SST. As our Action Steps describe, we have created an MTSS team that is working to analyze student learning results and look for trends at the grade-level and subgroup levels. The MTSS team is prepared to support each grade-level PLC and individual teachers in our shift to implementing a tiered system of supports, both academically and behaviorally.	Limited Development 08/21/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	All students will be receiving high-quality instruction at their level to reach their full potential. CPES will implement a tiered system of support (MTSS) to ensure all students and subgroups are learning and growing. MTSS is designed to help and ensure that all students succeed		Tony Widder	05/29/2020

in grade-level curricula through a strong Core instructional program, a school-wide process of intervention – both academic and behavioral interventions, and a system of scientific, research-based interventions that are increasingly more intensive and directive.

All students are provided access to Core (tier 1) instruction. Master scheduling is a major area we will be looking at improving to ensure all students are provided access to Core instruction.

EC teachers and staff will implement interventions in line with the core curriculum (literacy and math) to help students to preview vocabulary, content, and strategies. We will utilize instructional support personnel to preview content and vocabulary to help monitor and improve core instruction for students that may lack background knowledge or vocabulary, which will help to better meet the needs of all learners during classroom instruction.

Teachers will utilize the MTSS team as a resource for intervention strategies and data tracking for all struggling students that are making limited progress. Our MTSS team is composed of of a wide-range of instructional support staff (EC, ESL, counselor, social worker, reading teacher), administration, and K-5 teachers.

All grade-level PLCs will use formative and summative assessment data to inform instruction, assess their teaching, and guide what comes next. Student assessment/achievement data is analyzed and discussed regularly by teachers, PLCs, and the MTSS data team to inform instruction and identify student learning needs and trends. PLCs will share Kid Talk meeting minutes to provide evidence of data dialogues taking place. Teachers and support staff will conduct frequent progress monitoring of student learning to continually inform and adjust to instruction and intervention.

Students that need small group or supplemental support will be strategically placed in Tier 2 and Tier 3 interventions. Each grade-level has purposefully built a daily intervention/enrichment time into their schedule to provide targeted, small group instruction in areas of academic need. Instructional staff (ESL, reading, EC, and AIG) are partnering with grade-level teachers to provide additional intervention support. Tier 2 interventions will last 6-8 weeks and should occur at least 3 days a week for 30 mins in groups of 3-6 students. Students that require more intensive interventions will receive additional services at the Tier 3 level. Tier 3 interventions occur with greater frequency, duration, and intensity. MTSS agendas and data will provide evidence that this objective is fully met.

Actions		1 of 10 (10%)		

10/2/18	MTSS Data Team Established with Grade-level Teacher Representatives (K-5), support staff, literacy coach, school psychologist, principal, and assistant principal	Complete 08/31/2018	Tony Widder	10/01/2018
Notes:	MTSS Team has been established.			
10/2/18	Targeted interventions for 4th grade RTA students are implemented with fidelity and their progress monitored closely. Personnel resources for each grade-level are purposefully determined based on student and grade-level needs.		Tony Widder	10/01/2018
Notes:				
10/2/18	MTTS Data Team completes and reviews the results of the SAM. (NC Self-Assessment of MTSS) and analyze results to determine action planning		Tony Widder	11/01/2018
Notes:	MTSS Team completed the SAM in September.			
10/2/18	All grade-level teams will create and implement a schedule which includes a dedicated time for targeted intervention and enrichment for students across the entire grade-level. Additional staff members and volunteers may be utilized to increase the amount of support provided to students.		Tony Widder	11/01/2018
Notes:				
10/2/18	Tier 3 Student Meetings will be conducted bi-monthly with classroom teacher(s), the MTSS Tier 3 Team, and parent/guardians.		Tony Widder	12/01/2018
Notes:				
10/2/18	Implementing K-5 Universal Screeners (mClass and Aimsweb) to gather and analyze data to inform Core Instruction planning and build tier 2 and tier 3 interventions.		Tony Widder	06/01/2019
Notes:	AIMSWEB is being implemented in K-5 for math and 4-5 for reading during the MOY and EOY benchmarking periods.			
10/2/18	Monthly MTSS Data meetings to review, analyze, and respond to student performance data, in which data will be broke down by classroom, grade-level, and subgroup.		Tony Widder	06/01/2019
Notes:				

10/2/18	Staff (teachers, TAs, and support staff) will work to help preview content and vocabulary for students that lack background knowledge. Professional development for staff in the area of "previewing" and "scaffolding" will be provided to strengthen instruction and student learning.		Tony Widder	06/01/2019
Notes:				
10/2/18	Provide ongoing staff development to inform overall staff of the MTSS Framework and processes. Provide Tier 3 Case Manager training to support staff. Provide ongoing training for staff in the areas of intervention and instructional support.		Tony Widder	06/01/2019
Notes:				
9/5/17	Weekly PLC meetings to focus on instructional planning in math and literacy with support from literacy and math coaches. Teachers will utilize Letterland, Lucy Calkins Units of Study, and Bridges Math (K and 3rd Grade) to strengthen core instruction.		Tony Widder	06/01/2019
Notes:	Only Kindergarten and 3rd grade are implementing Bridges Math this year. All grades are implementing the Units of Study curriculum for literacy instruction. Letterland is being implemented in K-2nd.			
Implementation:		10/02/2018		
Evidence	10/2/2018 - Tier 3 Co-Chairs Beth Curasi Tony Widder Tier 3 Team Members Tony Widder Amanda Boleratz Beth Curasi Kim Ward/Bekah Pea Paula Patterson Melissa Bailey Lauren Balltzglier As Needed: Patrilla Carson Ashley Saenz Amanda Todd Pam Francis EC			

				Implementation Status	Assigned To	Target Date
Experience		10/2/2018 - Our MTSS Data Team was formed at the beginning of the school-year.				
Sustainability		10/2/2018 - We will continue to review our processes and level of functioning as a MTSS Team over the course of the year.				
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**
Initial Assessment:		Currently our teachers manage day to day emotional behaviors in the classroom and draw on support from our student support services team, their PLC, and administrative team on an as-needed basis.		Limited Development 08/21/2017		
How it will look when fully met:		We will have a community built on mutual trust and respect. Authentic interactions will take place between all members of our school community. Our students will be empowered to build, nurture, and restore relationships with their peers. We will have a decrease in negative behaviors and incidents of bullying. Teachers will be responsive to students' emotional states, guide students in management of their emotions. Teachers will arrange for supports and interventions when necessary through our MTSS processes. At full implementation, we will see an increase in supportive, trusting relationships amongst all school stakeholders. Students will be provided with tiered levels of support and interventions to help them develop their ability to embrace and manage their emotions. Social thinking skills and interventions will be taught to students through our student support staff.			**Amanda Boleratz**	**06/07/2019**
Actions				**0 of 9 (0%)**		
	10/2/18	Teachers will implement strategies and resources to help students reflect on their feelings. Tools could include utilizing feeling charts, having designated areas within classrooms for children to take a break, and group/circle time.			Amanda Boleratz	11/30/2018
	Notes:	PBIS Team will monitor implementation and provide support for teachers and PLCs.				
	9/5/17	Continuing programs to support and develop social emotional and social thinking skills through Lunch Bunch, classroom guidance lessons, Terrific Kids, and Pet Pals.			Amanda Boleratz	06/01/2019
	Notes:					

9/5/17	Teachers utilize restorative justice and PBIS strategies. Resources that are available for students that need extra help will be delivered to specific teachers in a variety of ways through our MTSS and PLC Kid Talk meetings.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	CPES Counselor utilizes curriculum that helps to define emotions and how to manage emotions.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Staff development is provided to help assist staff members in understanding and addressing the diverse emotional needs of students within the classroom.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Students will actively participate in character development in PE.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Classes will use "Bucket fillers" to promote kindness and caring in classroom. Students will be allowed to acknowledge the positive behavior of their peers and award "tokens" to them as part of a class reward system.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Discussions to reinforce our CPES Expectations(PBIS), developing resilience, and demonstrating kindness to others will take place within classrooms.		Amanda Boleratz	06/01/2019
Notes:				
10/2/18	Exceptional Children's teachers that are trained in the tool will use Centervention (ZOO U) as a tool for social emotional support for some EC students.		Amanda Boleratz	06/01/2019
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
Initial Assessment:		We currently have transition plans for incoming kindergarteners such as kindergarten orientation, kindergarten playdate, and transition meetings for EC students coming from pre-k. We arrange for transition meetings with the EC teams for 5th graders going to middle school to visit with counselors, visit middle schools, and have EC transition meetings as well. We hold a "fly up day for all students at the end of the school year for students to get a "preview" of the upcoming school year. These are a few of the intentional plans we have in place to assist with transitions.	No Development 08/21/2017		
How it will look when fully met:		We will continue to refine these events to make sure that we provide the best opportunities for students and families as they enter or exit our school or programs. We will possibly add feedback forms to evaluate the effectiveness of each to better serve our community.		Amanda Boleratz	06/01/2019
Actions					
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
Initial Assessment:		The OCS District Leadership Team is available to support administration and School Improvement Teams in their effort to develop and carry out the School Improvement Plan.	Limited Development 08/21/2017		
How it will look when fully met:		Throughout the school year, different members of the district leadership team will be available to support us in our three main areas of focus.		Amanda Boleratz	06/01/2019
Actions					
Notes:					

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
Initial Assessment:		Currently we have a School Improvement Team made up of grade level representatives, support staff, parents and administration who meet monthly to write and review the SIP. We have a team which consists of instructional coaches and administration that meets weekly.	Limited Development 08/21/2017		
How it will look when fully met:		Currently we have a School Improvement Team made up of grade level representatives, support staff, parents and administration who meet monthly to write and review the SIP. We have a team which consists of instructional coaches and administration that meets weekly. The instructional coaching team will review and update the SIP on the alternating weeks so that the SIP is reviewed twice monthly throughout the year.		Amanda Boleratz	06/01/2019
Actions					
	Notes:				

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**
Initial Assessment:	Currently our school has a teacher Leadership Team, Data Team, Safety Team, MTAC, MTSS, Instructional Design team, and Hospitality Team. These teams help make decisions throughout the school year and provide shared-leadership when school-wide decisions need to be made. In addition, when school-wide planning needs to take place, staff is invited to participate in creating the plan and direction for our students (such as with our instructional schedule or our AIG plan for 2017-2018). Interview committees are created for the hiring process, teacher leaders are selected for professional development opportunities and collaboration across teams is encouraged.	Limited Development 08/21/2017		
How it will look when fully met:	When this is fully implemented teachers will use some of their planning time provided for classroom observations of others and true transparency and trust will continue to be established. The time provided for collaboration will be able to help build cross grade level collaboration moving as the year progresses.		**Amanda Boleratz**	**06/01/2019**
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**
Initial Assessment:	Principal and assistant principal visit classrooms daily. Positive feedback is shared informatlly.	Limited Development 08/21/2017		
How it will look when fully met:	Principal and assistant principal will visit classrooms daily. Specific feedback about strategies that are working will be shared with intent and purpose.		**Amanda Boleratz**	**06/01/2019**
Actions				
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:			The data committee reviews the current state of our ELA and Math data throughout the school year. They share the data with the staff through faculty meeting setting or through the PLC levels.	Limited Development 08/21/2017		
How it will look when fully met:			The data committee will disaggregate the ELA and Math data and work closely with the MTSS committee this year to ensure that the data supports the intervention work in place. The data committee will also look at ways that they can support PLC level PD in ELA and Math data disaggregation per grade level based on assessments used and data outcomes.		Tony Widder	06/01/2019
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**
Initial Assessment:		Staff are recommended through an interview process that includes a staff interview committee. The committee selects and recommends candidates to administration who then completes the process of checking references etc, We currently provide a system of support for our teachers using mentors and a school "buddy" system for new employees. We welcome new staff with a special CP Monogrammed Gift and host a back to school cookout to allow new staff to meet current staff. Throughout the school year we provide support to new staff through the PLC level, through feedback forms, and through meetings. Administrations provides morale boosting treats and lunches throughout the year to try to continuously boost challenging times of the year when workloads are heavy. Anonymous feedback forms are used throughout the school year to gather feedback for what teachers want or need for continued growth and support.	Limited Development 08/21/2017		
How it will look when fully met:		Evaluate and respond to the feedback staff share through anonymous feedback and other feedback throughout the school year.		**Tony Widder**	**06/01/2019**
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
Initial Assessment:	Teachers send out communication to their parents either weekly or monthly depending on grade level. We are moving toward a one grade one newsletter needed per month and weekly updates by each teachers class so that it is not as intensive on the teachers. There is a parent/student handout that will be passed out to all families this year.	Limited Development 08/21/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	All documents will be clear and consistently provided to all families including nonenglish speaking families. There will also be hard copy and email provided equitabily.	Add Actions	Holly Fishback	06/07/2018
Actions		1 of 3 (33%)		
9/5/17	Teaching teachers how to access different translation devices including google and MS office.		Holly Fishback	06/07/2018
Notes:				
9/5/17	Continuing with items that the school is already using including open house and grade level night's, ice cream socials, latino night, kindergarten orientation	Complete 05/01/2018	Bridget Nesbitt	06/07/2018
Notes:				
9/5/17	Continue with Tiger Calls every Sunday		Tony Widder	06/07/2018
Notes:				
Implementation:		05/01/2018		
Evidence	5/1/2018 5/1/2018-Teachers contact parents every week and grade level monthly. We have continuing social events for school families and the Tiger Tribune has had two successful issues.			
Experience	5/1/2018 5/1/2018-awesome..but a tad confusing. More guidance on implementation of this new tool would be nice			
Sustainability	5/1/2018 5/1/2018-Nothing. This is ongoing and well established.			