

Comprehensive Progress Report

Mission: School Mission:

Efland-Cheeks Global Elementary students will be prepared to be:

Engaged

Accomplished

Global Leaders and

Empathetic

Scholars

School Vision:

Efland-Cheeks Global Elementary fosters global learning through a transformative educational experience connecting students to the world. Our school will produce global leaders and world changers.

Vision:

Goals:

Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

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.

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.

Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.

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.



! = 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>		Currently, we are in our fourth year of Positive Behavior Intervention Support (PBIS) implementation. Individual classroom teachers are implementing classroom management plans, which align with the PBIS values. At this time, all of our teachers are participating in our PBIS plan using Class DoJo, a classroom management tool designed to track student behavior schoolwide by recognizing students for good choices, and offering text/email direct communication with parents. Some are still working to learn and adopt the management piece of the plan, while some teachers use it with fidelity. We need to adopt a consistent language/vocabulary concerning DoJo implementation specifically related to students needing improvement.	Limited Development 09/05/2017			
<i>How it will look when fully met:</i>		The school-wide PBIS (Positive Behavior Intervention Support) program will be carried out, with fidelity, by all staff members. PBIS will provide a system of recognition for positive behavior in the classroom and throughout the building. The objective will be met when all teachers have demonstrated use of our Class DoJo through the reports required by school leaders and or evidence of teaching the classroom management plan and corresponding rules and procedures in the lesson plans. All teachers/staff will align/integrate classroom plans with the school-wide PBIS plan.		Justin Zatt	06/07/2019	
Actions			0 of 2 (0%)			
	9/11/18	All teachers will submit classroom management plans for review by administration.		Minnie Goins, Justin Zatt	10/26/2018	
<i>Notes:</i>						
	9/11/18	Walkthroughs will occur to monitor PBIS implementation and fidelity. Lookfors will include: - SOAR expectations posted - Evidence of Class DoJo being used - Consistent language being used that is aligned with SOAR - Alignment of PBIS to individual classroom management plans - Weekly Dojo Trackers		Christine Whitt	10/26/2019	

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
<i>Initial Assessment:</i>		Currently we are implementing Lucy Calkins Reading Units of Study in grades 2-5 for reading workshop. Letterland is being implemented in grades K-1. Various grade levels are focusing on planning and implementing STEM and global activities and project-based units. Grade levels have begun implementing a workshop based approach for reading, writing, and math instruction that includes various modes of instruction including whole group, small group, independent work, and technology based. Grade levels are using county-wide, teacher-made units and assessments to plan, implement, and teach appropriate math instruction aligned to standards. Grade levels are using county, state, and school based assessments to evaluate student performance and provide appropriate instruction.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>		Teachers will use the IO data warehouse consistently to evaluate instruction and make appropriate adjustments. Evidence will be provided through PLC notes and student growth data. Grades 2-5 will consistently and effectively use the Lucy Calkins Units of Study for reading workshop. Evidence will be provided in student growth data. Grades K-1 will consistently and effectively use Letterland. Evidence will be provided in student growth data. Grades K-5 will consistently and effectively use the Orange County Schools math units and assessments to provide appropriate instruction. Evidence will be provided in student growth data.		Justin Zatt	06/05/2018
<i>Actions</i>					
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
<i>Initial Assessment:</i>		Currently, Efland-Cheeks Global Elementary is utilizing a Multi-Tiered System of Support, following the state and district models. A school-wide team was developed and these individuals received extensive training around MTSS protocols and implementation models.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>		100% of our students will receive appropriate evidence-based instruction aligned with their individual needs throughout the school year. Evidence will be provided in lesson plans, assessment data, and the IO Data Warehouse. All students who need intervention will be correctly identified. Evidence will be provided in PLC minutes, assessment data and the IO Data Warehouse. All teachers will deliver intervention that effectively resolves the learning problem for the majority of students exposed to the intervention. Evidence will be provided in intervention lesson plans, schedules, assessment data, and the IO Data Warehouse. PLCs will monitor the effects of the interventions and troubleshoot to ensure intervention integrity and positive effects on learning. Evidence will be provided in PLC minutes, assessment data and the IO Data Warehouse. PLCs will make decisions about the need for more intensive or less intensive intervention (e.g., progressing to higher tiers or lower tiers, discontinuing intervention). Evidence will be provided in PLC minutes, assessment data and the IO Data Warehouse.		Justin Zatt	06/04/2019
Actions			0 of 3 (0%)		
	9/21/17	Instructional coaches will provide professional development in regards to differentiation within core (tier 1) instruction, through PLCs: - Enrichment Tools - Reading Conferencing - Reading Workshop utilizing the Lucy Calkins Reading Units of Study		Minnie Goins	06/04/2019
Notes:		https://drive.google.com/open?id=1-Hvcn_18UjE3sOdyCuFggkHcl4hWwWXP			

9/21/17	Teachers will receive professional development in regards to appropriate interventions (tier 2) through PLCs and will monitor the effects of the interventions and troubleshoot to ensure intervention integrity and positive effects on learning (i.e. MTSS Math Intervention Mats, Guided Reading/Strategy Small Groups, Other research-based interventions aligned to student needs)		Minnie Goins	06/04/2019
<i>Notes:</i> https://drive.google.com/open?id=1-Hvcn_18UjE3sOdyCuFggkHcl4hWwWXP				
9/21/17	All PLCs will create SMART Goals and monitor them on a monthly basis, using formative and summative assessment data.		Minnie Goins	06/04/2019
<i>Notes:</i> https://drive.google.com/open?id=1-Hvcn_18UjE3sOdyCuFggkHcl4hWwWXP				

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, we have an active PBIS (Positive Behavior Intervention Support) program. This thematic program provides structures for setting up school-wide expectations, as well as, a system of recognition for positive behavior in the classroom and throughout the building. Additionally, there is a full-time counselor who is teaching monthly classroom lessons on regulating and/or recognizing emotions. Further, students who need additional support are selected for small group and/or individualized counseling sessions. Our school psychologist addresses behavior individually with students by supporting teachers as they create individualized behavior plans through observation and data collection. Additionally, all classrooms have established class norms and engage in community-building activities.	Limited Development 09/05/2017			
How it will look when fully met:	When this goal is fully met, Eland-Cheeks Global Elementary will have created a safe environment for all students and staff. There will be an increase in awareness and communication regarding students' emotional needs and how to better help students manage their emotions to maximize their learning opportunities at school. The home-school connection will be strengthened and help will be provided to guide parents to resources to support their child, their family, and their learning environment. Evidence will be provided through student and parent survey/feedback data.		Minnie Goins	06/05/2019	
Actions			0 of 3 (0%)		
9/21/17	Provide staff development to ALL staff to recognize students' emotional needs, know how to respond in a positive manner, and school referral process. Staff development may include a refresher in understanding poverty, students with disabilities, PBIS, Restorative Justice, and best practices for working with students with emotional needs.		Kaelia Frazier	06/05/2019	
<i>Notes:</i> https://drive.google.com/drive/folders/1zkslPaJ4Cl_qGTIM0z4leXt_nA0HiETH?usp=sharing					
9/21/17	Parent education resources will be provided, through multiple platforms (face-to-face meetings, videos, newsletters) in order to share strategies to guide students in managing their emotions.		Kaelia Frazier	06/05/2019	
<i>Notes:</i> https://drive.google.com/open?id=15BJAQEoEF0svAvhT9JC6o7hKd1q39KI					

9/21/17	School counselor and teachers will facilitate Restorative Justice circles within their classrooms during morning community meetings, once a month.			Kaelia Frazier	06/05/2019
Notes: https://drive.google.com/open?id=15BJAQEoEF0svAvhT9JC6o7hKd1q39KI					
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have a transition process for students (i.e. placement meetings, placement cards). Teachers engage in cross-grade planning and collaboration. Standards and instruction are aligned across grades.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>		When fully implemented, we will have an explicitly stated transition plan for entering students. The plan will be consistently implemented and provide for ongoing student supports. There will be a process to evaluate the effectiveness of the plan and how the data is used to improve the transition program. Teachers will continue to engage in cross-grade planning and collaboration. Standards and instruction will be aligned across grades. We will develop, implement, and evaluate explicit and intentional plans that describe their approach to fostering students' grade-to-grade, as well as level-to-level transitions.		Minnie Goins	06/04/2019
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
<i>Initial Assessment:</i>		Currently, the LEA has organized effective support and improvement team structures in place and guides and oversees the work of those teams. The LEA ensures that all key stakeholder voices are represented within the support and improvement teams.	No Development 09/05/2017		
<i>How it will look when fully met:</i>		The LEA will have organized effective support and improvement team structures in place and will guide and oversee the work of those teams. The LEA ensures that all key stakeholder voices are represented within the support and improvement teams.		Minnie Goins	06/05/2018
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, a School Improvement and School Leadership Team have been established. Both consist of the principal, teachers who lead the Instructional team and other professional staff who meet once a month to review implementation of effective practices.	Limited Development 09/05/2017		
How it will look when fully met:			The School Improvement Team will serve as the leadership team. It will consist of the principal, teachers who lead the instructional team and other professional staff who meet twice a month to review implementation of effective practices.		Minnie Goins	06/05/2018
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
<i>Initial Assessment:</i>		Currently, Efland-Cheeks Global Elementary has established Professional Learning Communities (PLCs) that meet, for the purpose of instructional planning. Classroom teachers have 45 minutes of planning 5 days per week which equals 225 minutes. For teachers in K-3, they have a full day once per month of planning and the school is providing substitutes. The school's literacy coach also will conduct an hour long professional development session at the beginning which will render 6.5 hours of additional planning for teachers monthly. Teachers in grades 4-5 will have a half day of planning per month. We also have early release days and teacher workdays that could potentially be used for planning if needed.	Limited Development 09/05/2017		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		When this goal is fully met: 85% of teacher will respond favorably to "Teachers have time to collaborate with colleagues" according to the Teacher Working Conditions survey. Evidence will be provided through Teacher Working Condition Survey data. PLCs are structured using DuFour's Four Essential Questions and design instruction that meets the needs of all students. Evidence will be provided through PLC minutes, unit/lesson plan, and common assessment data.	Objective Met 02/26/18	Minnie Goins	06/05/2018
Actions					
	9/21/17	Each PLC will establish team norms to guide meetings Time Listening Confidentiality Decision-Making Participation Expectations	Complete 02/13/2018	Kiley Brown	06/05/2018
<i>Notes:</i> https://drive.google.com/open?id=15BJAQEoEF0svAvhT9JC6o7hKd1q39KI					
	9/21/17	Each PLC will record meeting minutes and share them in the school PLC google drive folder.	Complete 02/13/2018	Kiley Brown	06/05/2018
<i>Notes:</i> https://drive.google.com/open?id=15BJAQEoEF0svAvhT9JC6o7hKd1q39KI					

9/21/17	Each PLC will write SMART goals, and monitor student progress of those goals on a monthly basis.	Complete 02/13/2018	Kiley Brown	06/05/2018
Notes: https://drive.google.com/open?id=15BJAQEeoEF0svAvhT9JC6o7hKd1q39KI				
Implementation:		02/26/2018		
Evidence	2/26/2018			
Experience	2/26/2018			
Sustainability	2/26/2018			

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:		Currently, most professional development to improve instruction will be based on needs identified by EOG, benchmark and formative assessment data, classroom observation data and the School Improvement Plan.	Limited Development 09/05/2017		
How it will look when fully met:		All professional development to improve instruction will be based on needs identified by EOG, benchmark and formative assessment data, classroom observation data and the School Improvement Plan. Data will be used to guide the work of all PLCs.		Justin Zatt	06/04/2018
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>		Currently, there are school and county-wide process in place for recruiting, evaluating, rewarding, and replacing staff. Interviews are conducted as a team with individual stakeholders and groups represented in the process.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>		School and county-wide process for recruiting, evaluating, rewarding, and replacing staff will be carried out with fidelity. Interviews will continue to be conducted as a team with individual stakeholders and groups represented in the process. Successes, both individual and team, will be regularly celebrated.		Minnie Goins	06/04/2018
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>		Currently, all classroom teachers use newsletters to communicate expectations and the curriculum. School administration uses the Blackboard Connect system at least twice per month to communicate important news, updates, and school-wide events through automated calls and emails. We also have several family nights that provide our families with ways they can support their child's learning at home.	Limited Development 09/05/2017		
<i>How it will look when fully met:</i>		When fully implemented, we will communicate weekly with our parents and community using a variety of methods including newsletters, student planners/folders; direct phone calls; automated phone calls; social media; emails; the school's website; parent/teacher conferences; PTA meetings; and teacher webpages. We will take every opportunity to focus on the educational importance of the curriculum being provided. Teacher webpages will provide links to resources and lesson plans and will highlight information from family nights.		Minnie Goins	06/04/2019
Actions					

Notes: