

Comprehensive Progress Report

Mission: GAB staff provide students with diverse learning opportunities based on student interest and needs in order to foster collaboration and develop critical thinkers within and beyond the classroom.

Vision: Our vision for students at GAB is to develop good citizens and lifelong learners who are able to work as a team and are prepared for the 21st Century through: self reliance, risk taking, problem solving and independent thinking.

Goals:

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.



! = 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>			As a PBIS implementation site, we focus on character education. School wide expectations are displayed throughout the building. Classes are able to earn "Paws" within their special classes(ie. Spanish, PE, Music, Art), which contribute to the class of the week selection. School wide shout outs are announced on a daily basis during the morning announcements to recognize positive behavior. Class of the week winners are announced on Fridays. Quarterly celebrations are scheduled to reward students who have met expectations. Questions we would like to address... How are teachers articulating expectations throughout the classroom environment? How are special area teachers communicating their expectations to students and teachers? How are consequences being addressed? What happens when the behaviors continue? How do consequences turn into improved choices, rather than simply a punishment? How does restorative justice fit into this model? What is the process of re-entry to the classroom?	Limited Development 08/18/2017		
<i>How it will look when fully met:</i>			Positive and negative behaviors are consistently communicated. Expectations are explicitly explained, and are consistent across grade levels. Students see the same examples and non-examples of school wide expectations (i.e "4 H" Expectations) Parent communication is consistent and includes positive reporting(weekly "Good News" calls). Students have ownership of classroom and school-wide rules. Behaviors are modeled through role playing and question stems. Students are encouraged to express themselves within reason. Individual family values are honored, while the school expectation are enforced. - decrease in discipline referrals -increased participation in PBIS quarterly celebrations -informal observations of student interactions and reactions -personalized interventions for students who require additional support		Kimberly Griffis	09/07/2018
<i>Actions</i>				1 of 6 (17%)		
	9/12/17		Specialist classes disseminate Cougar Paws to classes that exemplify expected PBIS behaviors. At the end of each week, an exemplary class will selected as the "CHAMP" class of the week. Each day, positive shout out will be made over the intercom for random acts of positive behavior.		Susan Kab	09/03/2018
<i>Notes:</i>						

9/12/17	Document office referrals and re-entry documentation. Specialist will use data provided by administration, counselor, and social worker.		Susan Kab	09/03/2018
<i>Notes:</i>				
5/7/18	revised behavior matrix with updated Cougar and expectations		Susan Kab	09/03/2018
<i>Notes:</i>				
5/7/18	Quarterly PBIS grade level celebrations.	Complete 05/07/2018	Christopher Marks	09/03/2018
<i>Notes:</i>				
9/13/17	Implement a re entry plan for students who receive OSS.		Susan Kab	12/21/2018
<i>Notes:</i>				
9/12/17	Create a Google Doc that communicates school wide behavior issues and also highlights exemplary behaviors.		Susan Kab	12/21/2018
<i>Notes:</i>				

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:		Grady A Brown is aligning units with District pacing guides and common assessments		Limited Development 09/07/2017		
How it will look when fully met:		Grade levels will use common assessments to monitor student progress and drive their instruction. Staff will need to be knowledgeable of and utilize online assessment programs to track student progress.			Kimberly Griffis	09/07/2018
Actions				2 of 3 (67%)		
5/7/18		Weekly PLC with Instructional Coaches (mapping and pacing of curriculum)		Complete 05/01/2018	Amy White	05/01/2018
<i>Notes:</i>						
5/7/18		Use EADMS for pre-, post-, checkpoint data as well as benchmark data for instructional pacing.		Complete 04/20/2018	Amy White	06/07/2018
<i>Notes:</i>						
5/7/18		Use of pre and post for Units of Study for strategy groups			Christie Williams	09/03/2018
<i>Notes:</i>						

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>			Though tiered instruction is in place, we notice that there is not always a clear understanding of what constitutes Tier 1 instruction as well as how students move through tiers to meet their needs. Currently interventionists and support staff either push in or pull out students during instruction. We continue to discuss the process for determining what groups students should be in, as well as the most appropriate setting for those groups. We also have a dedicated half hour each day for intervention and enrichment for each grade level. We have focused this time on reading and math skills in the upper grades and are moving towards a PBL model that would integrate student choice with skills. Third grade piloted this elective initiative last spring.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			There will be a shared understanding of what core instruction is for each grade level/content area. Teachers will have procedures for determining proficiency and a protocol for reteaching if 80% of students are not proficient in Tier 1. Students will be provided intervention time that allows flexible grouping based on student need and choice. Evidence will include: PLC/PD attendance student assessments student surveys		Kimberly Griffis	09/07/2018
Actions				3 of 6 (50%)		
	9/13/17		Some staff will attend MTSS and Instructional Design PD provided by the District. Staff members will play a vital role in PLC discussions and implementation.	Complete 05/08/2018	Celeste Mauriello	09/03/2018
<i>Notes:</i>						
	9/13/17		We will have vertical collaboration to gain a better understanding of core instruction and best practices.	Complete 02/20/2018	Christie Williams	09/03/2018
<i>Notes:</i>						
	9/13/17		Student surveys will be generated to determine individual student interests. We will use this information to guide instruction (content delivery).	Complete 03/02/2018	Jennifer Cypra	09/03/2018
<i>Notes:</i>						
	9/13/17		Staff will use multiple forms of assessments to determine grade level proficiency and to determine which tier is most appropriate.		Amy White	10/22/2018
<i>Notes:</i>						

	5/7/18	Establish a set criteria for placement within interventions; as well as time of service based on student need (i.e.) Hill Rap, Reading tutor, After School Tutoring sessions, Intervention/Enrichment Period, ESL		Celeste Mauriello	10/22/2018
<i>Notes:</i>					
	5/7/18	Creation of individual presentation for each child who is referred to MTSS/SST; which includes information on how to conduct efficient MTSS meetings		Celeste Mauriello	12/21/2018
<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
Initial Assessment:			Some of our teachers consistently provide interventions and support for students who require emotional support. Several classes are arranged as "flex" classrooms that allow students choice in how they learn and complete tasks. Our PBIS team assist classroom teachers in explicitly teaching and modeling appropriate interactions and reactions. We also have lunch bunch groups that involve AU students and selected peers that focus on appropriate social interactions. Our SP provides visuals and personal folders for students who need additional support in self regulation. We also participate in Pet Pals. Lastly, students participate in the Safe Touch Program.	Limited Development 09/07/2017	
How it will look when fully met:			All staff will be knowledgeable of best practices to support students who need emotional support and self regulation skills. The staff will need to receive professional development in order to achieve full implementation.		Susan Kab 09/07/2018
Actions				0 of 1 (0%)	
	5/7/18	Professional Development for staff to be aware of current trends and research on emerging issues that affect our students		Jennifer Carson	10/01/2018
<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>		We have implemented a shared class roster, where staff can add notes regarding student behavior and academic progress. Our SST meets regularly to discuss student progress. Documentation of interventions used are provided within our SST. Kindergarten meets with Pre K teachers to discuss upcoming students. 5th grade provides information to the middle schools. Our 5th graders visit the middle school and parents have opportunities to meet with guidance counselors.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		Staff will be involved in vertical discussions that will aid in aligning grade level content and assessments. Teachers will be knowledgeable of standards that student excel in and or need additional support. Also teachers will be aware of the most effective strategies used to teach specific skills. With the implementation of the data warehouse and MTSS, our teachers will be more capable of charting students' historical data and determining what interventions have been effective in student growth. We will continue transition activities in both K and 5th.		Kimberly Griffis	05/25/2018
Actions					
<i>Notes:</i>					

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff members are voted for and serve 2 years on our School Improvement Team. We meet regularly to discuss student data and strategies/tasks that can be implemented for overall school improvement. With the implementation of Indistar, MTSS and the Data Warehouse, we will need support and guidance from District.	Full Implementation 09/07/2017		

!	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>			In the past, after the SIP has been completed, our School Improvement Team has met quarterly. We have reviewed the SIP to assess progress and revise as needed. Administration has met with the Instructional Team to discuss school wide practices and to determine what PD is necessary for staff. Members of the Instructional Team serve on either the MTSS implementation team, SIT and/or the Instructional Design Team (PD provided by District). Meetings where the SIP will be reviewed have been scheduled for the entire school year.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			Required information will be recorded and documents will be downloaded on the Indistar program. Evidence of progress on our implementation of effective practices will be available within the system. Meetings will be conducted two times per month involving our Instructional Team. Students will demonstrate growth and success.		Kimberly Griffis	09/07/2018
<i>Actions</i>				1 of 2 (50%)		
	5/7/18	Revision of the School Mission & Vision Statements			Christopher Marks	06/10/2018
<i>Notes:</i>						
	5/7/18	Staff led Professional Development Sessions throughout the year		Complete 05/07/2018	Amy White	06/10/2018
<i>Notes:</i>						

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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!	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>			Our master schedule provides time for support staff to plan with grade levels. Teachers are expected to meet in PLCs weekly. We also provide full day and half day PLCs for grade levels and support staff. PLCs completed a DISC assessment which allows them to better understand each other and communicate more effectively. Norms and roles are assigned for accountability and collaboration purposes. PLCs post minutes/agendas on our shared google site.	Full Implementation 09/07/2017		

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>		There are informal walk throughs. There is no formal way to share information for informal walk throughs. In addition to this, instructional coaches observe teachers as needed and provide feedback. GAB began walking PLCs and was able to provide positive feedback to teachers. School administration also implements the North Carolina Educator Evaluation System as a tool to provide feedback. Questions we would like to address... 1. How do we present this to staff as a part of their growth and development? 2. Will teacher utilize the tool as a resource to adapt their instructional practices and use feedback for self reflection and personal/professional development? 3. How will evidence be utilized in the formal summative evaluation?	Limited Development 08/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Instructional coaches will monitor and provide constructive feedback. Teachers will be able to provide feedback to peers using the walk through tool. School administration will continue to comply with district and state evaluation standards. We want staff to buy in to the process- using the tool as a positive way to inform their instruction and professional/personal development. -systematic tool that allows for logging informal data collected during walk throughs -record of informal walk throughs -NCEES record of completed evaluations		Christopher Marks	12/19/2018
Actions			0 of 2 (0%)		
	8/25/17	Create and monitor a walk through tool that works with the GAB instructional community.		Christopher Marks	12/17/2018
<i>Notes:</i>					
	8/25/17	Share plan over multiple platforms to gauge staff comfort level and informally gather consensus regarding implementation.		Christopher Marks	12/17/2018
<i>Notes:</i>					
Implementation:			09/19/2018		
<i>Evidence</i>		1/14/2018 1/14/2018-summary of online data			

Experience	1/14/2018 1/14/2018- time is required to observe and provide meaningful feedback to staff members. Staff has responded to using the online walkthrough tool. The administrative tool has also utilized the online walkthrough tool.			
Sustainability	1/14/2018 1/14/2018- staff and Admin will need to continue to value and complete online walkthrough tool			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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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:		Teachers participate in weekly PLCs, full day and 1/2 day PLCs. They discuss and analyze student growth based on data and plan research based Interventions. Instructional Support Team meet with grade levels to discuss and guide instructional strategies, and maintain awareness of District expectations.	Limited Development 09/07/2017		
How it will look when fully met:		Grade levels will provide targeted instruction based on student data. We are awaiting the District Data Warehouse, which will allow for teachers to assess and analyze data more efficiently. Teachers and Instructional Support Team will communicate regularly about the curriculum pacing, instructional strategies and student performance.		Leslie Bryant	09/07/2018
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Beginning teachers are assigned highly qualified mentors and are required to meet with Instructional Coaches weekly. We are attempting to expand the role of Coaches to more of a support role for teachers versus Coaches being utilized as an additional Instructional Assistant. Teachers are evaluated through informal observations as well as through NCEES. Administration would like to create an online walk through tool that will allow staff to receive immediate feedback after they are observed. Staff members "pass the paw" during monthly staff meetings. Administration recognizes staff within the weekly Paw Prints. We will have a Cougar Spirit Squad this year, whose main priority is to recognize and reward staff members. Peer observations along with administration utilizing the same feedback form.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		Teachers will be aware of the responsibilities and the variety of ways an Instructional Coach can be utilized. Staff will be knowledgeable of the online walk through tool, and will utilize for professional development. Administration will provide feedback consistently and in a timely manner. Teachers to be involved in the interview process and selection of new staff members.		Lynn Merrill	09/07/2018
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>			Teachers communicate with parents during conferences effective practices they can do at home to assist their child. K-3 teachers provide MClass data, which provides tips on practices that can be implemented at the home. Teachers send home newsletters in both Spanish and English. Our website provides online resources for instructional assistance. There is also a weekly call from Administration to all families. We started the Cougar Express this summer, which provided families with books to read. We will continue to make such efforts throughout the school year. Parent will also have the opportunity to learn about homework and classwork expectations; assessment information and practices they can do at home during our Back to School Night. We will also begin parent classes that focus on literacy this school year. We will target families of students who receive services from our Reading Specialist. We also will have a Math and Science night that will provide activities and online programs that can be implemented in the home. We have a Spanish translator that provides community support as a liaison between families and school. Lastly, GAB has an open door policy for all families to participate in their child's learning.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			Activities mentioned above will have a substantial amount of participation from families. Also, we will provide our community with resources needed to support student growth at home. -Spring Showcase -Parent/Teacher Conferences -Kindergarten Registration/Open House -GAB Community Tours(monthly) -PTA		Kimberly Griffis	09/07/2018
Actions				0 of 1 (0%)		
		5/7/18	Include regular communication with Spanish.		Christopher Marks	06/08/2018

Notes: