

Comprehensive Progress Report

Mission:

OCS Mission: Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world.

HES Mission: Ensuring Student Success by Inspiring Hearts and Minds

OCS 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:

HES Vision: We will foster a culture of mutual respect and understanding, hold high expectations for all of our students, recognize and teach the whole child, inspire joy for learning through authentic and engaging instruction, and prepare students to be productive and resourceful leaders in a diverse world.

Goals:

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.



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>		The PBIS team meets regularly to assess school wide data in order to determine areas that require additional support concerning behavior. The PBIS team works with the MTSS Support Team to create systems to address behavioral concerns both school wide, and for specific students.	Limited Development 08/31/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>HES will utilize PBIS as our school wide core behavior classroom management system creating a positive school culture that is predictable, positive, safe and consistent. In full implementation, HES will have a clearly defined and consistent executed system comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports that are needed to achieve academic and social success for all students.</p> <ul style="list-style-type: none"> • HES will see a continued reduction in discipline referrals • Full implementation of PBIS across the school as indicated by the PBIS survey. • Passing PBIS set visit and achieving Exemplar status 		Adam Canosa	06/07/2019
Actions			6 of 7 (86%)		
	9/17/18	Create and administer a staff PBIS survey to monitor the fidelity of PBIS implementation.	Complete 07/07/2017	Adam Canosa	07/07/2017
<i>Notes:</i>					

9/14/18	PBIS team completes the Tiered Fidelity Inventory (TFI) annually which is an assessment that provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavior interventions and supports. Data will be analyzed to determine needs for modifying or adjusting implementation in all three sections: Tier I: Universal Features Tier II: Targeted Features Tier III: Intensive Features	Complete 09/07/2017	Pauline Slopek	09/07/2017
<i>Notes:</i>				
8/31/17	Principal Coffee Hour with parents focused on revised PBIS expectations.	Complete 12/05/2017	Adam Canosa	06/07/2018
<i>Notes:</i>				
8/31/17	Whole Brain Teaching professional development for staff. Whole school call to attention- "class, yes"	Complete 05/22/2018	Adam Canosa	06/07/2018
<i>Notes:</i>				
8/31/17	Creation of a digital "Pineapple Chart Strategy" to focus on teacher reflection of implementation of whole brain teaching classroom management strategies.	Complete 12/05/2017	Adam Canosa	06/07/2018
<i>Notes:</i>				
9/13/18	Creation of school wide voice level expectations to create consistency in implementation. Posters created for classrooms, hallways, and cafeteria.	Complete 07/11/2018	Pauline Slopek	07/11/2018
<i>Notes:</i>				
9/13/18	Weekly communication to students and parents with the goals and results of school wide behavior. Classroom teacher weekly email/newsletter to include behavioral expectations and classroom behavior results. PBIS videos are shared school-wide on weekly update/wire		Jamie Turnage	06/07/2019
<i>Notes:</i>				
Implementation:		09/13/2018		
Evidence	5/22/2018			

<i>Experience</i>	5/22/2018 Teachers have consistently been using pieces of the Whole Brain Teaching practice. Students school-wide can respond to the Call to Attention. Many students are using the whole brain teaching techniques within their classrooms.			
<i>Sustainability</i>	5/22/2018 More training at the beginning of the year. More videos of people using Whole Brain Teaching.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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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 K-5 for reading workshop. Letterland is being implemented in grades K-2. Teachers are participating in choice professional development book studies that impact instruction. Various grade levels are focusing on planning and implementing STEM 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, teach, and assess appropriate math instruction aligned to standards. Teachers have begun implementing Whole Brain Teaching methods to increase student engagement and understanding of standards. Grade levels are using county, state, and school based assessments to evaluate student performance and provide appropriate instruction.	Limited Development 08/31/2017			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>		<p>When this goal is fully met, teachers will implement units of study fully aligned to the the NCSCOS utilizing evidence-based teaching practices. Teachers will use the data warehouse consistently to evaluate instruction and make appropriate adjustments identifying grade level and classroom needs thereby strengthening core instruction.</p> <ul style="list-style-type: none"> • Grades K-5 will consistently and effectively use the Lucy Calkins Units of Study for reading workshop. • Grades K-2 will consistently and effectively use Letterland. • Grades K-5 will consistently and effectively use the Bridges math curriculum and assessments to provide appropriate instruction and intervention. <p>Evidence will be provided through PLC notes and student growth data.</p>		Sierra Richmond	06/07/2021	
Actions			1 of 4 (25%)			
	8/31/17	Provide teachers with professional development on how to use the io data warehouse effectively and use the information gained to provide appropriate instruction for all students.	Complete 05/22/2018	Sierra Richmond	06/07/2018	

<i>Notes:</i>				
9/14/18	Grade levels will clearly define and communicate core instruction.		sierra richmond	12/07/2018
<i>Notes:</i> Through PLCs grade levels will constantly respond to student data and make grade level adjustments to core instruction as needed.				
8/31/17	The school-based literacy coach and county literacy coaches will provide necessary support to all grade levels in implementing both Lucy Calkins Units of Study and Letterland. Time will be provided to teachers through professional learning communities to unpack the units and lessons, as well as review pre and post assessment data in order to provide appropriate instruction for all students.		Sierra Richmond	06/07/2019
<i>Notes:</i>				
8/31/17	The county math coach will provide necessary support to all grade levels in consistently using the Bridges math units and assessments. Teachers will implement the unit plans and assessments to provide appropriate instruction for all students.		Sierra Richmond	06/07/2021
<i>Notes:</i>				
Implementation:		05/22/2018		
Evidence	5/22/2018 Our Assistant Principal scheduled Andrew Weiner to come and meet with all PLCs.			
Experience	5/22/2018 We've reached out to county experts to come and help us with inputting data into the iO Warehouse and building our math expertise.			
Sustainability	5/22/2018 As we learn more about iO Warehouse and how to utilize the data, we will continue to call on our county experts.			

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>		In July 2018 committees were restructured to increase efficiency and communication at HES. As a result, the MTSS Support Team was created consisting of teachers and support personnel. The purpose of this is team to analyze and support the full implementation of MTSS	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		At full implementation, the HES MTSS team will support grade level PLCs to analyze student data and support core instructional implementation, supplemental interventions and intensive interventions. The MTSS will meet on a regular basis and will analyze student data and provide support as needed for academic success. The team will coach teachers through the PLC process to provide interventions and track data on student progress.		Christine Kreider	06/07/2020
Actions			0 of 5 (0%)		
	9/13/18	Develop processes, procedures, and decision-rules for data-based problem-solving.		Megan Dovenbarger	06/07/2019
<i>Notes:</i>					
	9/13/18	Develop informational reference guides for families to understand the MTSS process and structure.		Megan Dovenbarger	06/07/2019
<i>Notes:</i>					
	9/14/18	MTSS support team will post professional development and resources on the MTSS page of the HES Intranet site		Christine Kreider	06/07/2020
<i>Notes:</i>					
	9/13/18	The MTSS Support Team will utilize the North Carolina Self-Assessment of MTSS Implementation (SAM) tool.		Megan Dovenbarger	06/07/2020
<i>Notes:</i>					
	9/13/18	Provide MTSS professional development and support to staff through whole group training and small group training in PLCs.		Megan Dovenbarger	06/07/2020
<i>Notes:</i>		Professional development occurs through PLCs that are scheduled weekly at various times.			

	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>			The MTSS team along with the guidance counselor and social worker work with specific students who have emotional needs. The guidance counselor and social worker complete classroom lessons weekly.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			At full implementation, structures and supports created by the MTSS team will be in place to increase teacher capacity to provide care and guidance for their students' emotional needs and specific interventions when necessary.		Christine Kreider	06/07/2020
Actions				0 of 2 (0%)		
	9/13/18		The MTSS Support Team will utilize the North Carolina Self-Assessment of MTSS Implementation (SAM) tool in conjunction with the SWPBIS Tiered Fidelity Inventory (TFI).		Pauline Slopek	06/07/2019
<i>Notes:</i>						
	9/13/18		Develop processes, procedures, and decision-rules for data-based problem solving for behavior.		Pauline Slopek	06/07/2019
<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>			Transitions from grade to grade and from elementary to middle school are supported.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>			At full implementation Hillsborough Elementary School will have a plan of supporting students as they transition from grade-to-grade and level-to-level.		Jessica Nagy	06/07/2019
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>		Currently, Hillsborough Elementary has a Leadership Team and School Improvement Team which meet monthly to discuss school improvement.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, all leadership teams at Hillsborough Elementary will collaborate to create a system of school improvement.		Christine Kreider	09/10/2018
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, the School Improvement Team, MTSS Team, and PBIS Team meet regularly to review school and student progress and to make decisions based on the needs of the school. The administration meets weekly with our school-based academic coaches to discuss curriculum and instruction and providing support for teachers.	Limited Development 09/07/2017		
How it will look when fully met:		<p>At full implementation:</p> <p>The MTSS team will meet to review the results of the SAM and staff feedback in order to determine the effectiveness of MTSS implementation at our school.</p> <p>Our SIT will meet regularly to monitor the success of the School Improvement Plan by collecting and analyzing evidence for each of our indicators.</p> <p>The PBIS team will review the TFI and staff input to determine the effectiveness of the PBIS model in our school.</p> <p>The admin/coaching team will meet regularly to discuss coaching cycles, student data, and district and school wide initiatives in order to determine and provide appropriate support for teachers and staff.</p>		Jessica Nagy	06/07/2019
Actions					
<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
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<p>Initial Assessment:</p>	<p>Established a new structure for PLCs to include a 3 hour extended PLC once every 3 weeks to meet with another grade level and support personnel. This is provided to allow both vertical and horizontal planning to occur and for MTSS implementation. Mini-PLCs meet for 45 minute minutes on remaining weeks. These meetings include discussing data and implementation of strategies, differentiation, etc.</p>	<p>Limited Development 08/31/2017</p>		
<p>How it will look when fully met:</p>	<p>At full implementation, teachers will implement units of study fully aligned to the NCSCOS utilizing evidence-based teaching practices. Teachers will use the data warehouse consistently to evaluate instruction and make appropriate adjustments identifying grade level and classroom needs thereby strengthening core instruction.</p> <p>Teachers will be able to meet regularly during a scheduled time within the school day. Administration will provide a schedule that provides weekly planning time including specific places to meet with few interruptions. Teachers will have established norms for meetings.</p> <p>PLCs will establish norms and determine grade level agendas and should have deep collaborative grade level discussions about key questions that are associated with learning:</p> <ul style="list-style-type: none"> • What exactly do we expect students to learn? • How will we know what students are learning? • What data do we need/have? • What does the data say? What does the data mean? Why does it matter? • How can we assist and support students in their learning? (• Based on a collaborate analysis of the results of our efforts, what can we do to improve student learning? • How can we recognize and celebrate improvements in student learning? <p>Evidence will be provided through PLC notes and student growth data.</p> <p>Many of these actions are ongoing, because of their nature.</p>		<p>Christine Kreider</p>	<p>06/07/2019</p>

Actions		5 of 7 (71%)		
8/31/17	<p>Teams will establish a schedule and location to meet during the school day each week.</p> <p>School will create a schedule that allows classroom teachers to have a 1 ½ hour professional learning community planning block each week.</p> <p>Special area times will proceed a “Super Specials” time one day a week. This will allow 2- 45 minute blocks for teachers to plan each week.</p> <p>School will create a weekly schedule that allows classroom and special area teachers to have a 45 planning time 4 days a week.</p>	Complete 12/05/2017	Julia Workman	06/07/2018
<i>Notes:</i>				
8/31/17	<p>Establish norms to guide PLCs: (specific to each grade level)</p> <ul style="list-style-type: none"> confidentiality responsibility etc. <p>Establish roles and responsibilities:</p> <ul style="list-style-type: none"> time keeper note taker facilitator <p>Establish method for sharing notes from meetings with team members, administration and support staff.</p>	Complete 12/05/2017	Julia Workman	06/07/2018
<i>Notes:</i>				
8/31/17	<p>Agenda Items for PLCs should regularly include:</p> <ul style="list-style-type: none"> overall data analysis specific student data from formal and informal assessment intervention/differentiation plans resource/support staff member updates/data analysis <p>Grade Level Meetings will include lesson planning and “housekeeping” items.</p>	Complete 12/05/2017	Julia Workman	06/07/2018
<i>Notes:</i>				

8/31/17	Periodically obtain feedback from staff to determine the effectiveness of the PLC schedule.	Complete 06/07/2018	Julia Workman	06/07/2018
<i>Notes:</i>				
8/31/17	Resource/support staff is scheduled to attend PLC meetings to establish a regular meeting time weekly.	Complete 07/16/2018	Julia Workman	07/16/2018
<i>Notes:</i>				
9/13/18	PLC resources posted on HES intranet site		Christine Kreider	06/07/2019
<i>Notes:</i>				
8/31/17	Review the assessment calendar and provide training using assessment resources and reports (ex: io, EADMS, mclass, etc.) to more readily access reports of student data.		Julia Workman	06/07/2019
<i>Notes:</i>				

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 the Principal and Assistant Principal evaluate teachers and provide feedback using the North Carolina Teacher Evaluation System.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, along with the North Carolina Teacher Evaluation System, teachers will be provided feedback from administration, school coaches, and their peers regarding instruction.		Christine Kreider	06/07/2019
Actions					
<i>Notes:</i>					

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>		Currently, the School Improvement Team and grade level PLCs review student data and make decisions regarding instruction based on current needs.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, the Instructional Design team will evaluate professional development (PD) needs and plan PD accordingly. In addition, core instruction PD along with technology PD will be provided to staff through a differentiated approach on a regular basis.		Jessica Nagy	06/07/2019
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>		Currently, the school has a process for rewarding and evaluating staff. The school uses the Orange County School's process for recruiting and retaining teachers.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, the school will have set processes and procedures for evaluating, rewarding, recruiting, and retaining teachers that is supportive of the climate and culture of the school.		Jessica Nagy	09/10/2018
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, Hillsborough Elementary sends a weekly phone call and email to all parents/guardians. Classroom teachers communicate with families on a weekly basis.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, communication with all school stakeholders will be consistent and informative.		Jessica Nagy	06/07/2019
<i>Actions</i>					
<i>Notes:</i>					