

## Comprehensive Progress Report

**Mission:** The mission of New Hope Elementary School is to provide opportunities for all students to develop skills needed to become global citizens in the 21st century, acquire knowledge, and develop character within a diverse, safe and nurturing learning environment.

**Vision:** New Hope is a learning community where each child is encouraged and supported in reaching his or her highest potential. New Hope Voyagers are students who are globally aware, self-directed learners and collaborative problem-solvers.

**Goals:**

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.

Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.

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.

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.



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>		School-wide, we have implemented a new behavior matrix and specifically designed lesson plans to reinforce behavior expectations that are taught in all classrooms within the first ten days.	Limited Development 09/08/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>• Every classroom using STAR behavior matrix and lesson plans being taught within first 10 days of school and revisited in the second semester.</li> <li>• Consistent understanding of infractions and appropriate consequences</li> <li>• Every student attends bus safety and expectation training</li> <li>• School-wide use of Class Dojo for positive reinforcement and parent engagement</li> <li>• Voyager Day</li> <li>• New behavior plan for all specialists' classes, including an award</li> </ul>	<b>Objective Met 09/05/18</b>	<b>Maryellen Gollnick</b>	<b>12/01/2018</b>
<b>Actions</b>					
	9/5/18	Every classroom using STAR behavior matrix and lesson plans being taught within first 10 days of school and revisited in the second semester.	Complete 12/18/2018	Maryellen Gollnick	12/01/2018
<i>Notes:</i>					
<b>Implementation:</b>			09/05/2018		
	<b>Evidence</b>	9/5/2018 School behavior matrix with expectations defined. Consistent language among all staff. Reward systems in place that engage all families. Lesson plans.			
	<b>Experience</b>	9/5/2018 Every classroom using STAR behavior matrix and lesson plans being taught within first 10 days of school and revisited in the second semester. Consistent understanding of infractions and appropriate consequences Every student attends bus safety and expectation training School-wide use of Class Dojo for positive reinforcement and parent engagement Voyager Day New behavior plan for all specialists' classes, including an award			

<b>Sustainability</b>	9/5/2018 Continue to support new staff with understanding behavior matrix and lesson plans. Continue to utilize lesson plans, behavior expectations, and routines throughout the building.			
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**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>		<p>All grade levels will continue to work to ensure that Units of Study are implemented with fidelity according to the pacing suggested by Teachers College and accepted by OCS. Letterland will be the core phonics instruction in Kindergarten and 1st grade. 2nd grade will begin to implement this year.</p> <p>Kindergarten and 3rd grade will implement Bridges math curriculum and pacing with fidelity, while maintaining pacing within two weeks of suggested pacing by The Math Learning Center. Remaining grade levels will continue to utilize math workshop structures to ensure that students are engaging in collaborative learning, math discourse, inquiry-based learning opportunities, and direct instruction to ensure that all students can access and master curriculum.</p>	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		<p>When fully implemented, PLCs will confident in planning instruction and assessing student mastery of standards through utilization of Units of study. There will be consistent structures, routines, and expectations in all grade levels. Teachers will consistently collaborate with coaches to ensure pacing and fidelity of units taught while monitoring progress and growth.</p> <p>Letterland Phonics program will be implemented with fidelity in all kindergarten-2nd classrooms. The intervention will also be utilized for struggling students as a layer of support for increased success.</p> <p>In math, the Bridges curriculum will be gradually implemented school-wide. However, this year it will only be implemented in kindergarten and 3rd grade. All kindergarten and 3rd grade classrooms will define structures and routines that are consistent with the research for math talk, investigative learning, and direct instruction. Students will be able to verbalize and demonstrate their thinking and problem-solving strategies in mathematics.</p>		Beth Swain	06/03/2019
<i>Actions</i>			0 of 5 (0%)		
	9/5/18	All PLCs meet with literacy team every Tuesday to discuss upcoming lessons, unit progression, resources, and mastery of standards.		Beth Swain	01/04/2019

<i>Notes:</i>			
9/5/18	All PLCs meet with math team every Thursday to discuss upcoming standards, strategies, and to ensure teacher content knowledge.		Stefanie Bordeaux 01/04/2019
<i>Notes:</i>			
9/5/18	PLCs will meet once per month with administration to conduct student data talks around progress and how we are intervening and extending learning opportunities for students.		Ambra Wilson 06/14/2019
<i>Notes:</i>			
9/5/18	Administration will conduct frequent walkthroughs and observations, utilizing the "look fors" provided by the district for implementation of Letterland, Units of Study, and math workshop to ensure professional development is transitioning into classroom practice.		Ambra Wilson 06/14/2019
<i>Notes:</i>			
9/5/18	Instructional coaches will engage teachers in coaching cycles and develop contracts with teachers to ensure instructional practices and strategies are utilized once the coaching cycle is complete. This will be monitored through follow-up conversations and non-evaluative walkthroughs.		Susan Cobb 06/14/2019
<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>		<p>The MTSS school based implementation team will continue to implement more pieces of the MTSS framework and use the TIPS problem solving model and ISOL when analyzing data and determining next steps to ensure growth for all students toward proficiency. Additionally during the 18-19 school year PLC's will continue to have collaborative conversations around student data talk with support of administration and instructional coaches. Currently the team feels there is a general understanding of the MTSS structure and improved understanding of the different levels of instruction. There is continued work to be done in determining how to support students in Tier 1 and Tier 2 while implementing interventions with fidelity. During the 18-19 school year, universal screeners will be utilized to identify students who are at risk of needing intervention. This could be for intervention or enrichment.</p> <p>Create a database with levels of intervention that are available in each Tier.</p> <p>Classroom instructional resources will continue to be expanded Language Experience will be utilized in all kindergarten classes. Strategies to support low language learners will be modeled and implemented through all grade levels through collaboration and modeling with ESL teachers.</p>	No Development 08/09/2017		
<i>How it will look when fully met:</i>		All students will be receiving high-quality instruction at their level to reach their full potential. Teachers will utilize the MTSS team as a resource for intervention strategies and data tracking for all struggling students that are making limited progress. MTSS agendas and data will provide evidence that this objective is fully met.		Maryellen Gollnick	09/02/2019
<i>Actions</i>			1 of 7 (14%)		
	12/6/17	Library of classroom instructional resources will be expanded for every grade level to ensure appropriate materials for differentiated and individualized learning.		Ambra Wilson	04/30/2019
<i>Notes:</i>					

10/10/17	Language Experience will be utilized in all Kindergarten classes. Strategies to support low-language learners will be modeled and implemented across all grade levels through coaching and collaboration with ESL teachers.	Complete 06/01/2018	Rebecca Soular-Patel	05/02/2019
<i>Notes:</i>				
9/13/17	Students determined to be at risk of academic failure based on universal screeners and assessments will receive targeted support.		Ambra Wilson	06/02/2019
<i>Notes:</i>				
9/12/17	NHE will have a team of teachers and support staff trained in multi-tiered systems of support structures through district implementation training.		Maryellen Gollnick	09/02/2019
<i>Notes:</i>				
9/12/17	Appropriate interventions and persons responsible for each tier of instruction will be determined and utilized throughout all grade levels.		Beth Swain	09/02/2019
<i>Notes:</i>				
9/12/17	NHE will have individuals trained in a menu of research-based literacy interventions in order to meet the needs of all readers.		Beth Swain	09/02/2019
<i>Notes:</i>				
9/13/17	NHE will have individuals trained in a menu of research-based math interventions in order to meet the needs of all learners.		Stefanie Bordeaux	09/02/2019
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			-A few teachers implemented restorative justice circles to help with community and communication altered master schedule to have guidance on a bi-weekly rotation to have students receive instruction in social/emotional skills -The master schedule includes a morning meeting time. - Received a grant for PD and resources in restorative justice practices. -Provide food backpacks and universal breakfast - Employ full-time counselor, social-worker, and nurse -Employ part-time family outreach coordinator -FSA, Y-Learning partnerships	Limited Development 08/09/2017		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			All teachers will provide students with a classroom environment where they feel supported emotionally and have the structures in place to communicate needs. This would be evidenced by a decrease in office behavior referrals and an increase in student self-advocacy.	<b>Objective Met 08/15/18</b>	<b>Ambra Wilson</b>	<b>04/02/2018</b>
<b>Actions</b>						
	9/12/17	Track and encourage participation in free breakfast.		Complete 01/03/2018	Annette Jordan	01/03/2018
<i>Notes:</i>						
	9/12/17	Restorative Justice practices will be utilized in all classrooms on a daily basis.		Complete 01/03/2018	Sarah Patterson	01/03/2018
<i>Notes:</i>						
	9/12/17	Social worker and counselor will utilize the ESSP (Elementary School Success Profile) tool to establish baseline data about the school community's perception of social and emotional well-being.		Complete 06/02/2018	Heather Bower	06/02/2018
<i>Notes:</i>						
<b>Implementation:</b>				08/15/2018		
<i>Evidence</i>			8/15/2018			
<i>Experience</i>			8/15/2018			
<i>Sustainability</i>			8/15/2018			
	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



<b>Initial Assessment:</b>		PLCs meet to determine class lists based on academic achievement, gender, SES, language, behavior, social-emotional and resource needs.	Full Implementation 09/08/2017		
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		SILT meets regularly, as evidenced by calendars, agendas, and meeting minutes. Meeting agenda is driven by data and needs of students and teachers. Opportunities for teacher input and feedback are also provided within these structures.		Full Implementation 09/08/2017	
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Instructional Leadership Team meets regularly, as evidenced by calendars, agendas, and meeting minutes. Meeting agenda is driven by data and needs of students and teachers. Opportunities for teacher input and feedback are also provided within these structures.		Full Implementation 09/08/2017	

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>		-Master schedule has common planning for all grade-level PLCs. - Monthly full-day PLC meeting time are provided for all grade levels. - Monthly half-day meeting time is provided for all specialists, EC, and ESL teachers. -Grade levels meet with literacy and math coaches during common planning time weekly. -SILT is utilized as decision-making body with voices from all PLCs within the school represented. -All staff have assigned duties utilizing support staff either in the morning or afternoon, where most appropriate. Teachers are protected from duties that would impact instructional time or planning.	Limited Development 09/12/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		All PLCs, including support staff and leadership, will have time to meet to collaborate, review data, and make instructional changes based on data. This will be evidenced by PLC Meeting agendas and minutes.	<b>Objective Met 08/15/18</b>	<b>Ambra Wilson</b>	<b>06/02/2018</b>
<b>Actions</b>					
	9/13/17	PLCs will develop and implement norms that provide the appropriate atmosphere for honest conversations around student data and student needs.	Complete 01/03/2018	Ambra Wilson	01/03/2018
<i>Notes:</i>					
	9/13/17	PLCs will set goals for and track student growth throughout the year.	Complete 01/03/2018	Ambra Wilson	01/03/2018
<i>Notes:</i>					
	9/12/17	PLCs utilize common planning time with the full range of support staff.	Complete 08/01/2018	Stefanie Bordeaux	06/02/2018
<i>Notes:</i>					
	9/12/17	Classroom teachers' planning time will be protected for individual classroom planning a minimum of two times per week.	Complete 08/01/2018	Stefanie Bordeaux	06/02/2018
<i>Notes:</i>					
	9/13/17	NHE will utilize Lead to Learn and Walking PLCs at least two times per school year.	Complete 08/01/2018	Beth Swain	06/04/2018
<i>Notes:</i>					
<b>Implementation:</b>			08/15/2018		
<i>Evidence</i>		8/15/2018			

<i>Experience</i>	8/15/2018			
<i>Sustainability</i>	8/15/2018			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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>		Administration observes all teachers and evaluates classified staff as required within state licensure mandates. Classroom walk-through information is not formally documented at this time, and teachers receive minimal direct feedback.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		We will have a full implementation plan, with action steps and goals, in place when fully implemented.		<b>Ambra Wilson</b>	<b>01/03/2019</b>
<b>Actions</b>					

<i>Notes:</i>					
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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>		We will continue to share data with all staff in a way that is meaningful and accessible, utilizing IO data warehouse. PLCs will continue to analyze formative, summative, an observational data, which will impact planning of instruction with support of math, literacy, ESL, and digital learning coaches. PD will be given by coaches in PLCs based on upcoming instructional focus as well as trends noticed during walkthroughs and observations. Modeling of strategies and upcoming content will be done during weekly PLC meetings.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Teachers will feel confident in their ability to analyze and plan based on formative, summative, and observational data.</li> <li>Teachers will feel confident in working collaboratively with coaches.</li> <li>PLCs will effectively engage in conversations around student data to ensure that all students' needs are being considered.</li> <li>Staff will have an understanding of school-wide data and plans to improve proficiency for all students.</li> <li>Monthly PLCs will engage in student data talks using a protocol to ensure that we are analyzing expectations of all students.</li> <li>Teachers will be provided PD resources based on observations, student data, and presented needs.</li> <li>Teachers will engage in self-selected PD through Lead2Learn and other offerings within the building. Money will be allocated for teachers to attend PD at other locations.</li> </ul>		Stefanie Bordeaux	06/01/2019
<i>Actions</i>			<b>0 of 4 (0%)</b>		
	9/5/18	PLCs will engage monthly in student data talk with administration that ensure that interventions and extensions are put in place.		Ambra Wilson	06/14/2019
<i>Notes:</i>					
	9/5/18	Teachers will receive PD to support implementation of Units of Study, Letterland, and Math workshop, through Canvas and face-to-face PD. PD will also be offered in technology resource integration to support content.		Michelle Fournier	06/14/2019

Notes:

9/5/18 Teachers will engage in self-selected PD through Lead2Learn and walking PLCs to observe other teachers within the building.

Christina Gross

06/14/2019

Notes:

9/5/18 Teachers and administrators will have the opportunity to attend professional development aligned with their PDP goals, with the expectation that they come back and share that knowledge with others.

Ambra Wilson

06/14/2019

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
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<i>Initial Assessment:</i>	-Administration attends college job fairs to recruit. -Utilize People Admin system for hiring practices and screening applicants. -Staff outings and restorative justice practices within staff meetings to build morale. -BT/mentor monthly meetings -Utilization of a buddy teacher for new staff. -NCEES Teacher evaluation system is used as required by the state. -ILT conducts walk-throughs to monitor instruction and then implements support plans as needed. -Instructional cycles utilize coaching cycles for all teachers, regardless of experience.		Limited Development 09/13/2017		
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<i>How it will look when fully met:</i>	We will have full implementation plan, with action steps and goals, in place when fully implemented.			Ambra Wilson	06/04/2019
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**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>		We regularly utilize the ConnectEd calling system. We have a family outreach coordinator that helps to ensure that all communications are timely and in the appropriate language. We hold back-to-school night in September. We maintain our website and social media. Marquee is current with upcoming dates and information. We invite parents to participate in a session prior to summer break as part of our books on break campaign.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		We will have a full implementation plan, with action steps and goals, in place when fully implemented.		Michelle Fournier	08/02/2019
<i>Actions</i>					
Notes:					