

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.
Our Vision: We will provide 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.

Pathways Elementary Mission Statement

Focusing on academic excellence, PES strives for an atmosphere of learning, cooperation and mutual respect. Our approach to education is through partnership with parents, students, community members and staff. Individualized assessment drives instruction so that we can meet the needs of lifelong learners in a highly technological and diverse society.

T ogether

E veryone

Vision:

A chieves

M ore

for the Children

Goals:

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 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 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.

PES Goal #1- The school will implement a tiered instructional system that allows teachers to deliver evidence- based instruction aligned with the individual needs of students across all tiers.

PES Goal #2 - All teachers will be attentive to students ' emotional states, guide students in managing their emotions and arrange for interventions when necessary.

PES Goal #3 - A leadership team will consist 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.



! = 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:		There is no school-wide classroom management plan and each teacher has their own set of rules. While there is some discipline within the school, it is no more than normal for elementary-aged children therefore not a focus for our school at this time.	Limited Development 09/06/2017		
How it will look when fully met:		Behavior management strategies and interventions will be consistent and equitable across our school. Data will be collected to track number of office referrals by teacher, gender, race and reason. This information will be reviewed by administration and discussed with teachers as needed to provide assistance. MTSS team will also begin to discuss school wide discipline structures as they are revealed in the MTSS framework.		Lynn Brown	06/30/2019
Actions					
<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:		Our grade levels meet weekly to plan instruction aligned to standards. They collaborate with instructional coaches and are utilizing the workshop model.	Limited Development 09/14/2017		
How it will look when fully met:		Grade levels teams will collaborate with specialists in designing and implementing data-based, responsive units of study. We will fully implement the workshop model across our school in reading and math. Planning with support staff and district level support as well as walk throughs to ensure fidelity of curriculum and pacing are appropriate.		Marcia LeBlanc	06/30/2019
Actions					

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>Currently we have SST, Student Support Team, that develops interventions for students who are demonstrating difficulty in the classroom. Some of our grade level PLCs meet to document and use data to deliver evidence-based instruction. Grade level PLCs need a better framework and expectation of accountability for using data and differentiated instruction to meet the needs of all learners. Our school PLCs need to put more focus on discussing and planning for students who are not successful in the classroom, with documentation, before SST. PLCs need to do a better job of sharing that happenings in their grade levels - like sharing PLC minutes. Historically, we have not continued systems and structures to support accountability in collaboration with support team members and sharing PLC minutes. We do have half-day plannings, on almost a monthly basis, that we can implement PD, collaboration, and planning; district PD during those afternoons is tailored to grade levels, which is effective. We also utilize this time to review data and interventions, but need to increase fidelity and accountability across our school.</p>	Limited Development 09/08/2017		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>Teachers will implement a multi-tiered instructional system to meet the needs of all students academically and behaviorally in collaboration with instructional-support staff. Core Instruction (Tier 1) across all grade levels will be differentiated to meet the needs of all learners while decreasing student referrals to Tiers 2 & 3. There will be high expectations for all students and an increase student achievement for all based on available formative and multiple data points. Staff will consistently and effectively analyze student data to plan researched based instruction that will support the diverse needs of all students.</p> <p>What Evidence We Will Collect:</p> <ul style="list-style-type: none"> -PLC minutes, Lesson plans, assessment data -Data brought to SST/MTSS team (prior strategies used, testing data) & minutes from school level meetings -Attend MTSS district meetings - 2nd year of implementation / online PD and assignments 			Marcia LeBlanc	06/30/2019
Actions			0 of 8 (0%)		
9/16/18	Dates scheduled for coaching support. Coaches will develop a plan for coaching - who, what, when content/practice will be a focus for improvement.			Marcia LeBlanc	10/30/2018
<i>Notes:</i>		Teachers will participate in all staff development offered for school and district initiatives.			

9/19/17	As we enter year 2 of MTSS, PES will continue SST (Student Support Team) until MTSS full implementation; Share purpose with staff, create team, set plan meeting dates and procedures/resources and have the SST present those at a staff training. PLC agenda/minutes template created by PLCs PLC Google Site creation to support access and school-wide communication.		Sheila Murray	01/01/2019
<p><i>Notes:</i> This team will review progress monitoring for teachers and make data-based decisions on next steps for tiered behavior and academic support.</p> <p>The template and google site will be created, shared, and utilized by the end of October.</p>				
9/19/17	Engage in data meetings this year that are whole-child focused (comprised of grade level PLC, EC representative, AIG, reading representative, administration)		Sheila Murray	05/31/2019
<p><i>Notes:</i> This will be in addition to ongoing grade level PLC/admin +coaches attending collaborative PLC meetings to review high needs students</p>				
9/19/17	MTSS team will receive training on strengthening core instruction (Tier I). The team will receive and provide PD to staff on the different tiers are and what instruction/intervention/enrichment looks like at each level.		Sheila Murray	05/31/2019
<p><i>Notes:</i></p>				
9/16/18	Complete explicit walk throughs to determine baseline data around instructional practice, classroom design and planning. Attendance in PLCs with suggested agendas initially and then coach and teacher developed agendas focused on data review, lesson planning needs and student progress.		Marcia LeBlanc	06/01/2019
<p><i>Notes:</i> walk throughs will be completed by school admin and district admin EC facilitator will receive lesson plans</p>				

	9/16/18	School admin and District attendance at PLCs with suggested agendas initially (early Sept.) Coach and teacher developed agendas focused on: data review, lesson planning needs and monitored student progress		Lynn Brown	06/11/2019
<i>Notes:</i>					
	9/16/18	Meetings with administration and school level coaches to update entire coaching team on the status of grade level PLC functions, determine coaching cycles and guide school focus.		Marcia LeBlanc	06/11/2019
<i>Notes:</i>					
	9/19/17	PLCs will start documenting Tier I and II strategies and interventions/enrichment in PLC minutes We will redefine and revisit importance and effective function of PLCs (at BOY staff meetings and through coaching cycles)		Sheila Murray	12/31/2019
<i>Notes:</i> We will redefine and revisit PLC expectations and effectiveness in two staff meetings at the beginning of the year (September and October). PLCs will begin documenting their strategies in October, and throughout the year after that.					
Implementation:			08/03/2018		
	Evidence	8/3/2018			
	Experience	8/3/2018			
	Sustainability	8/3/2018			
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:	During PLC meetings we have kid talks, where we discuss how to help students who are struggling with behavioral/emotional issues. Bi-monthly our teachers meet with principals, counselors, and other support staff to discuss and create ways to assist students manage their emotions. Our counselor holds monthly sessions for targeted groups of students with emotional/behavioral issues. Our counselor teaches targeted monthly guidance lessons for all students. Topics include regulating your emotions, character education, and teaching/reviewing the GRIT program. Our social worker works with individual families as a liaison for finding assistance through outside agencies.	Limited Development 09/14/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Students will be able to effectively manage their emotions and solve problems with little to no intervention from adults after having been taught appropriate research based strategies and interventions. They will be able to build and maintain healthy productive relationships with a diverse group of students. All community stakeholders will be involved in ensuring the success of all students' emotional well being by being able to recognize, and support students in the areas of self awareness, self management, social awareness, relationship skills and responsible decision making as defined in the MTSS social emotional practice for success. Success of this objective will be measured by collecting, analyzing and reviewing discipline data, attendance/tardy data, SST & PLC minutes PLC and teacher notes.</p>			Lynn Brown	06/30/2019
Actions			0 of 8 (0%)		
9/16/18	<p>Restorative Justice Circles / Morning meetings will be used in classrooms by teachers during the built in time to allow students to create a mutual respect for eachother and establish relationships. Teachers will have the opportunity to go to additional training offered by the school district.</p>			Lynn Brown	10/30/2018
	<p><i>Notes:</i> Periodic check-ins by counselor, coaches and admin to check on consistency.</p>				
9/16/18	<p>Students identified by teachers and administration will receive individual and or group counseling via the school based therapist .</p>			Lynn Brown	10/30/2018
	<p><i>Notes:</i> A group of students will receive counseling depending on their individual circumstances: divorce, anger management, making/keeping friends, impulsivity & etc</p>				

10/14/18	Character education /development is taught in classrooms monthly. Terrific Kids are selected based on character and recognized in an assembly.		Lynn Brown	06/30/2019
	<i>Notes:</i> Terrific Kid programs occur each nine weeks, but students are chosen each month. Example for 1st nine weeks - 2 students will be chosen from each class representing Sept & Oct.			
10/14/18	Staff will research other tools to use to assist EC students with social emotional support.		Kristen Thompson	06/30/2019
	<i>Notes:</i> Students in centralized SED EC room require extra support			
10/16/18	Staff will be trained in the MTSS universal (core) social emotional practices for success as outline by NCDPI.		Lynn Brown	06/30/2019
	<i>Notes:</i>			
9/19/17	Teachers will create and implement behavior supports (plans, tracking systems) for individual students; there will be a central location where teachers have access to this information and are able to see strategies that have been used and worked for the student(s).		Lynn Brown	06/30/2019
	<i>Notes:</i> PLCs will create, adjust, and review behavior supports for students on an ongoing basis MTSS team will provide additional support/resources to teachers as needed. Jacob Sanford, our DLC, will support this goal by posting resources and communication relating to behavior supports on our PLC site.			
9/19/17	We will have four kid-talk data meetings this year (PLC, Administration, Literacy, Guidance Counselor, and Social Worker).		Lynn Brown	06/30/2019
	<i>Notes:</i> This will support accountability and monitoring			
9/25/17	Guidance lessons based on character and emotions utilizing Restorative Justice circles structures in all classrooms and small groups.		Lynn Brown	06/30/2019
	<i>Notes:</i> The counselor will attend training by the end of September. She will develop circle schedules beginning in October (and throughout the year as needed for small groups and classrooms).			
Implementation:		08/30/2018		
Evidence	7/26/2018			
Experience	7/26/2018			

Sustainability		7/26/2018			
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
Initial Assessment:		Vertical communication and collaboration is encouraged and sometimes used, but we do not yet have intentional and consistent structures to support ongoing student transitions. PLCs do meet to create classroom compositions for the next year, teachers informally check in with each other, and we have established a PLC site.	No Development 09/14/2017		
How it will look when fully met:		We will provide time for departmentalized classrooms to meet with their vertically-aligned colleagues. There will be systems and structures to support the sharing of effective practices and individualized instruction throughout the year. A second staff meeting of the month will allow for collaboration and planning across grade levels. Plans will be made for singletons on teaming grades to meeting with other schools in the same subject.		Lynn Brown	06/30/2019
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
Initial Assessment:		We have always had a School Governance/School Improvement team comprised of teacher, teacher assistant, support staff, administration, and parent representatives. We plan to meet regularly to review formal and informal data related to our identified, school-wide goals.	Limited Development 09/14/2017		
How it will look when fully met:		All School Improvement Team/ Leadership representatives will regularly engage in data-based problem solving and decision making to progress our school community, with a focus on excellence in instruction and student-centered approaches.		Lynn Brown	06/30/2019
Actions					
<i>Notes:</i>					

	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:		Leadership & MTSS teams have been created. Meeting schedules and monthly professional development have been set by the district. Follow up will occur on the school level within PLC's and in staff meetings. Introductory meetings for each team have been held and team goals have been established. The team has been asked to bring data collected to the next MTSS meeting for collaboration on grade level data and evidence-based instructional decisions.		Limited Development 09/14/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		The leadership team will meet at least twice a month to review and assess student/school data to ensure that effective practices have been implemented and that core instruction (tier 1) is effective for at least 80% for all students before recommending to tier 2 or tier 3. School Improvement and MTSS teams will continue to receive on-going training in order to ensure teachers are providing the latest research based strategies for the students needs. In addition, quarterly data meetings will be held with PLC's, support staff, and administration to review evidences we collect from minutes/agendas from team meetings (PLC, MTSS, SIP), and student data (formal & informal).			Lynn Brown	06/30/2019
Actions				0 of 3 (0%)		
9/16/18	Leadership team will meet to review data to problem solve areas of need and focus for the beginning of the 2018 -2019 school year and determine data points to monitor progress of instructional focus.		Lynn Brown	11/06/2018	<i>Notes:</i>	
9/19/17	MTSS and School Improvement teams will attend district team meetings; utilize information learned to implement PD at PES. Additionally, our teams will meet to assess, monitor, and reflect on goal growth/next steps based on evidence (PLC minutes, student data, teacher feedback,etc).		Sheila Murray	06/30/2019	<i>Notes:</i>	
9/19/17	In addition to MTSS and SIT team meetings, our SST will continue to meet at least 2 times monthly until full implementation of MTSS to help ensure student/teacher concerns are addressed academically as well as behaviorally.		Sheila Murray	06/30/2019		

Notes:

Implementation:		08/03/2018		
<i>Evidence</i>	8/3/2018			
<i>Experience</i>	8/3/2018			
<i>Sustainability</i>	8/3/2018			

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>		Our PLCs meet weekly and utilize common planning time. We have reviewed PLC norms and expectations, as well as established a PLC Google Site to support resource sharing and communication.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		We will use a shared-decision-making approach to create our master schedule. We will be creative with lunch, recess, and specials blocks to maximize common planning times. Teacher Assistants will support supervision to allow for common planning time. PLC PD on effectiveness and needs will be revisited this year. A PLC site will be generated and utilized to support norms, focus, and resource sharing. Teams will be given 1/2 day PLC's in targeted months, more support during planning and human resources to assist in effective differentiation of instruction.		Lynn Brown	12/31/2019

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
<i>Initial Assessment:</i>		Our principal monitors curriculum and classroom instruction through walk throughs, staff meetings, professional development, data meetings, and attending PLCs, as well as through engagement in other team meetings. Both formal and informal means are used to communicate feedback and promote professional growth mindset (NCEES, mentors, intervention discussions, behavior management tools, etc).	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		-Collaboratively planned walk throughs to monitor instructional implementation -Ongoing utilization of the NCEES tool to facilitate conversations around professional growth and goals -Support of informal PLC and peer observations -Opportunities to debrief with coaches and administration as both professional teams and individuals		Lynn Brown	06/30/2019
<i>Actions</i>					
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
<i>Initial Assessment:</i>		We scheduled quarterly, collaborative data meetings with PLCs, support specialists, and administration. We will utilize NCEES and classroom walk throughs to make informed decisions around professional development and school improvement needs.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		Our SIT and MTSS teams will regularly look at school-wide data, to assess and monitor school /student progress towards goals. We will share progress with staff through PD, staff meetings, and PLC. PLCs will additionally collect data to inform instructional decisions and monitor intervention and growth over time. The LEA/School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)		Lynn Brown	06/30/2019
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>		We utilize available district systems to recruit candidates. We continually look for innovative and creative ways to reward our staff and celebrate successes. We evaluate staff both formally and informally through NCEES, mentors, peer observations, PLC work, walk through feedback, data-based discussions, coaching partnerships, and professional development opportunities.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		We will establish proactive measures for recruiting instructionally-excellent and student-focused staff members. We will engage our current colleagues in discussions around hiring and rewarding to encourage buy in and collegial growth and support..		Lynn Brown	06/30/2019
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:		Our school sends out a weekly communication to families through Blackboard connect. We have an open house, curriculum nights for reading, math & science. PES has an active website & advertise opportunities to partner with our school throughout the year. It is an expectation that teachers communicate with parents/guardians of students on a regular basis. There is no school-wide teacher communication method, teachers use varying strategies and modes (daily planner or behavior sheets and newsletters).	Limited Development 09/14/2017		
How it will look when fully met:		In addition to our phone messenger and grade level expectations, we would like to schedule events coinciding with PTA meetings, as well as regularly pushing out information through our social media sites. We are also working on translating more of our information to parents in Spanish.		Lynn Brown	06/30/2019
Actions					

Notes: