

Comprehensive Progress Report

Mission:

Our Mission is: Learn Today to Build Tomorrow

Vision:

We believe that all children are capable of learning. We believe that the major objective of education is to help students build a strong foundation of social, physical, academic, creative and emotional skills. We believe that a cooperative effort should be made, by the school and the community, to maintain an ever-developing system of education which will reflect the highest goals of our participants.

Goals:

Ranger School (grades 3-8) will increase overall proficiency in ELA, Math, and Science as indicated by EOGs and EVASS.

Parents and community stakeholders will collaborate with teachers and students to increase student academic proficiency and growth.

All teachers will model and reinforce PBIS using our School matrix to encourage positive behaviors.

All students in grades K-8 will show a minimum of 1 year growth in ELA and Math as indicated by EVASS data or MClass/iReady diagnostics.



Activity in the last 12 months

! = 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>		School will implement PBIS thoroughly and with training for new staff. We will inventory banners and tools needed for system and purchase items required. For veteran staff members we will review program and refresh behavior signals and reward options. With full implementation we will see everything posted and a cohesive discipline plan.	Limited Development 02/26/2023		
<i>How it will look when fully met:</i>		At full implementation our school will have a cohesive discipline plan that every grade and classroom honor. There will be a common system for office disciplinary referrals and positive office referrals as well. Classroom observations will be used as proof of matrix display and implementation by staff members. Full implementation will be proven by a decrease in office referrals in the 2023-2024 school year from the 2022-2023 school year.		Tristan Hamby	05/30/2024
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		Our staff uses countywide pacing guides in the subject areas that they are provided with. Staff members meet monthly with school teams and with county grade level teams to discuss standards based instruction.	Limited Development 02/26/2023		
<i>How it will look when fully met:</i>		At full implementation our staff will use pacing guides provided by the local LEA to teach all state standards in every subject. Staff will be provided with and use common planning times to team plan across grade levels and subject areas. There will also be evidence of vertical alignment throughout the grade levels.		Marla Hincke	05/30/2024
Actions					
Notes:					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
KEY	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are meeting monthly with Title I Representative and Grade Level Teams meet to discuss data.	Limited Development 09/24/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will be able to read the data and apply standards for individual student learning. Teachers will use NC Check-Ins, iReady, Amplify and EVASS data to determine student progress and proficiency.	Objective Met 11/24/20	Marla Hincke	05/30/2022
Actions					
9/24/19		Meet monthly for grade-level meetings.	Complete 06/01/2020	Brandy Raper	05/30/2022
Notes: Grade levels meet for a conference every month.					

9/24/19	We will be meeting monthly to address the school data.	Complete 06/01/2020	Marla Hincke	05/30/2023
<i>Notes:</i>				
Implementation:		11/24/2020		
Evidence	11/24/2020			
Experience	11/24/2020			
Sustainability	11/24/2020			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
Initial Assessment:		We currently have MTSS interventions in place to support students on varying levels. Our Core plan will also address any curriculum needs that are not meeting targets for all students across the grade levels.	Limited Development 03/05/2023		
How it will look when fully met:		At full implementation we will show 80% student proficiency by instructional programs alone. The remaining student population will be served by MTSS tiered support levels.		Brandy Raper	05/30/2024
Actions					
<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>		There is currently no curriculum or established program provided for mental health in the school system. There is also a lack of training for staff members on how to be attentive to students' emotional state and no formal counseling program available. Our school has a system in place for referrals to the counselor but it is not used school wide.	No Development 03/05/2023		
<i>How it will look when fully met:</i>		At full implementation our school will have a strong, research based curriculum in place to educate students regarding mental health issues. Classrooms will practice positive emotional and team building activities including Restorative Circles. There will also be weekly check ins for students to assess and communicate their emotional state. All staff will use the school based referral system when a student is in need of mental health and/or behavioral support. Once established we will see a drop in behavioral issues resulting in office referrals and a drop in students needing the services of the counselor.		Tristan Hamby	05/30/2024
Actions					
<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 currently have informal "move up" days in our PreK to Kindergarten classes. We provide EC students and families with transition meetings to provide support when moving to another level of schooling (ex: PreK to K, 8th to HS). We also provide communication with families when students move between varying levels of MTSS or EC supports. Finally, we provide out 8th grade students with an opportunity to visit the high school and pre-register for their upcoming classes.	Limited Development 03/05/2023		
<i>How it will look when fully met:</i>		With full implementation we will provide "move up" days for all grade levels Pre K thru 3rd. We will also provide a transition opportunity for our 5th graders going to middle school and our 8th graders moving to high school. The MTSS team will continue to provide communication with parents regarding transitions between support levels.		Melissa Mitchell	05/30/2024
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>		Our local LEA provides a leadership team to support planning, mission, and vision.	Full Implementation 03/05/2023		

	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:			Our school currently meets twice per month through our SIT and MTSS teams. SIT has administrators, counselors, support staff, and representatives from grade level clusters. MTSS meets as grade level teams to discuss academics, attendance, and behaviors with the majority of needs being academic. We are also building our CORE plan to assess the use of our current curriculums and their effectiveness.	Limited Development 03/06/2023		
How it will look when fully met:			At full implementation we will have representation from every area of the school meeting at least twice monthly. There will be a preset published calendar for meeting dates. An agenda will be delivered prior to meetings and meeting notes will be shared with grade level representatives. Entire staff will be using effective teaching practices to meet standards based on observations and lesson plans.		Brandy Raper	05/30/2024
Actions						
<i>Notes:</i>						

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
Initial Assessment:			Our staff currently has common planning time in grade level clusters. All teachers have a minimum of one hour planning each day.	Full Implementation 03/06/2023		

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 PK through 8 school has one administrator and that person came to us in late November of this school year. The administrator personally feels the need for more time while the staff feels that she is very present and responsive. The addition of an assistant principal and/or lead teacher would be a great help in meeting the timely needs of curriculum monitoring and feedback.	Limited Development 03/06/2023		
<i>How it will look when fully met:</i>		Ideally our school would have two administrators who could help with the monitoring of curriculum implementation and instruction. This would allow timely feedback to staff members regarding positive observations, areas of improvement, and other matters of need and quick response. In addition, our current administrator plans to develop a calendar and system for observations and classroom visits, interactions, walk-thrus, etc that begins with the start of the school year and continues until the completion of the year.		Brandy Raper	05/30/2024
<i>Actions</i>					
<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>		We currently use data to develop school goals and to determine which students need additional supports through MTSS. Teachers use data to drive instruction in the classroom. We currently participate in LEA level professional development opportunities. We would like to offer more school based professional development opportunities based on teacher need, input, and data.	Limited Development 03/06/2023		
<i>How it will look when fully met:</i>		Ideally our school will be able to offer teachers choices for professional development that will be specific to the needs of our school. We will continue to look at data twice monthly to help determine what professional development opportunities need to be offered. Teachers should also be able to request to attend professional development opportunities and receive a budget to do just that.		Marla Hincke	05/30/2024
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>		Our school currently has an effective evaluation process but we would like to see more efforts at rewarding staff members for various accomplishments including, effective teaching, notable awards, mentoring, etc.	Limited Development 03/06/2023		
<i>How it will look when fully met:</i>					
Actions					

Notes: