Indicator Filters:

Activity in last: [All ▾]

Filter(s)_Choose a filter to narrow your search_

☐Show Achieved Indicators / Objectives Only

☐Show Past Due Objectives Only

☑Show Selected Indicators Only

[apply Crosswalk Filter ▾]

[apply Indicator Filter ▾]

[Apply Filter] [Remove Filter]

◁ | ❮ | [1] of 1 | ❯ | ▷| | 💾 ⌄

Baton Elementary

Comprehensive Progress Report

Mission: Our Mission: Baton Elementary School will be a safe and caring environment, where we provide high-quality instruction to me
(Revised 10/10/22)

Vision: Our Vision: Baton Elementary School students will be prepared to continue their education and become responsible, producti

Goals:

Goal 1: Every student will leave Baton Elementary School prepared to continue their individual education at the next level and
pursue their potential long-term career interests and citizenship in the community. (A1.07), (A2.04), (A4.01), (B1.01), (E1.06)

Goal 2: Teachers will receive clear, constructive feedback in a timely manner to ensure effective, standards-aligned instruction
performance. (B3.03)

Goal 3: Every student will have excellent educators who are attentive to students' academic, behavioral, physical, and social-e
(A4.16), (C2.01)

Goal 4: Our school will have effective and efficient instructional, business, and technology systems for better instruction, impr
insured safety of our students. (B2.03), (C3.04)

| ! = 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**	**Assig**

Initial Assessment:	We have a functioning AAA-Team to address issues concerning academics, attendance, and attitudes (behavior). We review our BEARS expectations every morning on the announcements, proactively teach the expectations at the beginning of the year and throughout the year as needed and after substantial breaks in the calendar, positively recognize students with BEAR Bucks when they exhibit these expectations, and we have recently begun a school-wide behavior plan to address infractions. We will continue to meet regularly to discuss and resolve issues pertaining to these areas.	Full Implementation 10/24/2022

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**	**Assig**

Initial Assessment:	We were able to secure Title I funding to address this need this year. We have hired two tutors to work with struggling students in small groups. This will be a temporary plan for this year as we determine its effectiveness and how to proceed with it in the future.	Limited Development 09/28/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6	

How it will look when fully met:	Our master schedule includes designated times for intervention in addition to core instruction. Our instructional staff will regularly review, analyze, and discuss data so that students will receive remedial, enriching, and data-informed instruction according to their needs. This supplemental instruction will be provided by staff trained in the research-based interventions.	**Objective Met 10/11/22**	**Jason Te Cont Me**

Actions			
10/8/18	Teachers, assistants, and, when available, tutors will target intervention instruction for students based on assessment data and teacher recommendation.	Complete 01/15/2019	Jason T
Notes:			
10/8/18	Grade level teams will analyze their data to identify instructional needs for all students and implement foundational core and instructional support plans developed by the team.	Complete 06/07/2019	Susan
Notes:			
10/8/18	Teachers and support staff will maintain implementation data for all tiers, including progress monitoring data, attendance and instructional notes, and student discipline data to assess effectiveness, making needed adjustments aligned to instruction, curriculum, environment, and learners.	Complete 12/13/2021	Jason T
Notes:	Teffeteller has created the Grade Level Snapshot spreadsheet with student data and links to intervention implementation data. Teachers will begin inputting progress data on Feb. 1, 2021. Dates for data review will be set on 1/29/21 and put on the calendar.		
Implementation:		10/11/2022	
Evidence	10/11/2022 10/11/2022--We have hired two tutors, Melissa South and Emily Koscheski, to work with small groups of struggling students. We used Title I funds to secure these positions, but the positions are temporary-- for the 2022-2023 school year only. We will need to reevaluate this strategy again in the future.		

				Implementation Status	Assig
Experience		10/11/2022 10/11/2022--We have encountered some difficulty with securing funds to hire the additional tutors. However, this year, there has been a change in supervisory roles at the district, and these funds have been secured.			
Sustainability		10/11/2022 10/11/2022--We will need to show that the use of the tutor has proven to be beneficial to students and was a positive benefit for our school. We continue to look for ways to accurately document their effectiveness.			

	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	Assig
Initial Assessment:			The School Counselor comes to each classroom monthly to give guidance lessons. She gives lessons on character traits, as well as, how to deal with emotions. She will come in more often if there are individual situations that require her attention. She provides teachers with a packet filled with strategies that help each student with their emotional needs. We continue to implement PBIS which focuses on positive behavior. We have a nurse and a school social worker who meet weekly with the Student Concerns Team. Our school now has a sensory room and a cool-down room to better meet student needs. Additional instructional assistants would be helpful to meet the increasing number and severity of emotional and behavioral needs in our school. Our district has also created a task force to address mental health needs and has required all staff to view a film on Adverse Childhood Experience. 	Full Implementation 10/24/2022	

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	Assig
Initial Assessment:			The principal follows the North Carolina Educator Evaluation System to observe and monitor instruction regularly. He provides timely and constructive feedback.	Limited Development 10/26/2016	
How it will look when fully met:			To provide a feedback loop between the principal and teacher, feedback will be provided via the NCEES evaluation process, classroom walk-throughs, and informal observations. The principal or designee will also monitor the impact of professional development and evaluate the effectiveness of programs. The principal will review and discuss teachers' lesson plans and student data at regular intervals. We currently encourage the use of "3C Forms" (Cares, Critiques, and Concerns) to anonymously voice concerns for the School Improvement Team to address.		**Jason Te Cont Me**

Actions			2 of 4 (50%)	
	10/10/17	Lesson plan books and data notebooks will be shared electronically or made available upon request.	Complete 08/31/2018	Jason T
	Notes:			
	11/13/17	Teachers will be assigned to Peer Peek-Ins based on perceived or observed need or interest.	Complete 03/31/2021	Jason T
	Notes:	Due to COVID-19, this goal has been pushed back to the end of the second nine weeks to allow for the transition of Caldwell Connect students back to the classroom. The assignment of Peer Peek-Ins will be completed by December 18, 2020, but the completion of the observations will be complete by April 30, 2021.		
	10/10/17	The principal or designee will use a walk-through process to monitor classroom instruction. The principal's goal is to perform at least one walk-through a day, using the ELEOT instrument, another informal method of providing feedback to teachers (email, sticky notes, conversation, etc.), or the formal teacher evaluation process using NCEES.		Jason T

	Notes:			
10/8/18	Creation of a Professional Development Plan based on teachers' PDP goals and district initiatives.			Jason T
	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**	**Assig**
Initial Assessment:			School performance data is reviewed quarterly to drive instruction. Our school uses data to make decisions about professional development and school improvement needs.	Limited Development 10/26/2016	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		

How it will look when fully met:	We will analyze assessments such as STAR, NC Check-Ins, EOG/BOG and SchoolNet to ensure that differentiated instruction is being supported. We will use data to analyze the learning needs of our teachers as well. Attendance and behavioral data will be regularly reviewed to inform decisions to improve outcomes for our school.		**Jason Te Cont Me**

Actions		**3 of 4 (75%)**	
10/10/17	Teachers will compile data notebooks. These data notebooks will be discussed and used to guide instruction.	Complete 09/30/2018	Kristir
Notes:			
10/10/17	Our Student Concerns Team will monitor and address school attendance rates, paying particular attention to chronic absenteeism.	Complete 06/30/2018	Kristir
Notes:			
10/10/17	Data from summative state assessments, NC Check-Ins and district benchmarks, and formative classroom performance will be analyzed and shared among staff members.	Complete 02/11/2019	Jason T
Notes:			
10/8/18	Creation of a school plan for providing professional development based on teachers' PDP goals and district initiatives.		Jason T
Notes:	Grade level teams will discuss possible professional development topics or needs and be ready to discuss and prioritize these needs at the first November SIT meeting.		

Implementation:		02/11/2019	
Evidence	2/11/2019		
Experience	2/11/2019		
Sustainability	2/11/2019		

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**	**Assig**
Initial Assessment:			Recruitment efforts are made through the University job fairs.	Limited Development 11/14/2016	

How it will look when fully met:	Our plan will include looking at the Teacher Working Conditions Survey and other sources to determine ways to reward and recognize teachers for their efforts on a daily basis. This will be an ongoing effort, but, ultimately, we want our teachers to report with a TWC Survey response rate of 100% that our school is "a good place to work and learn."		**Jason Te Cont Me**

Actions			
Notes:			