

Comprehensive Progress Report

Mission:

Mission Statement:

To provide quality instruction in a safe, caring environment.

Vision:

Vision:

We will provide learning experiences that are challenging and nurturing to prepare globally competitive students for life in the 21st century.

Goals:

Goal 1: Sawmills Elementary School will show continued implementation of a Multi-tiered System of Support framework to support student academic, behavioral, and social-emotional development.

Goal 2: Sawmills Elementary School will increase parent and family engagement and provide communication through a variety of methods to link learning.

Goal 3: Sawmills Elementary School will provide instruction for students' social emotional learning needs, and seek support and/or interventions when needed.

Goal 4: All students will have a personalized education to promote a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are working to incorporate three methods of teaching: whole class, small-groups, and computer-based. Teachers are using each method when it is effective for the specific unit/topic they are teaching.	Limited Development 10/20/2021		
How it will look when fully met:		All teachers will be able to teach their students using a variety of methods in order to fully differentiate their instruction. Resources will include lesson plans, student work, student growth demonstrated in EVASS and other sources of progress monitoring.		Amanda Trivett	05/31/2024
Actions			2 of 3 (67%)		
	1/5/22	Second through 5th grade are engaged in implementing Wit and Wisdom strategies that create lessons targeted to create small and whole group instruction. Students also participate in computer based programs such as Imagine Learning, Extra Math, and Zearn.	Complete 06/01/2022	Amanda Trivett	06/01/2022
	<i>Notes:</i>				
	10/20/22	Teachers will include STEM group activities into weekly lessons.	Complete 06/01/2023	Jenni Frye	05/31/2023
	<i>Notes:</i>				
	10/21/23	Teachers will create lesson plans specific to standards using county-provided curriculum and research-based strategies as evidenced through classroom walkthroughs.		Dawn Henline	05/30/2024
	<i>Notes:</i>				

	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:			Sawmills implements school-wide expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. These expectations are incorporated in the school's behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year. (Include information about any behavioral programs, professional development provided or needed, etc.)	Limited Development 10/16/2022		
How it will look when fully met:			When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.		Crystal Lambert	05/31/2024
Actions				0 of 3 (0%)		
	10/21/23	PBIS team will review Behavior Flow-Chart and modify for teachers to keep in their classrooms and reference when considering major vs. minor referrals.			Dawn Henline	05/30/2024
<i>Notes:</i>						
	10/16/22	Updating our Risk Management Plan as needed to address safety concerns and/or educating staff about protocols in the event of emergencies, crises			Dawn Henline	05/31/2024
<i>Notes:</i>						
	10/21/23	A poster machine will be purchased using capital outlay funds for teachers to have an updated matrix of PBIS expectations posted in their classrooms and to showcase PBIS rewards in the hall display case.			Crystal Lambert	08/28/2025
<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>		Teachers are currently planning and working together during their PLC collaboration time to align the appropriate grade level curriculum .	Limited Development 10/19/2021		
<i>How it will look when fully met:</i>		Teachers will have detailed lesson plans demonstrating the aligned units of instruction. Resources and data will include lesson plans , PLC planning notes , and progress monitoring for supplemental and intensive groups .		Dawn Henline	05/31/2024
Actions			0 of 3 (0%)		
	10/25/23	Teachers will have lesson plans available in the classroom utilizing essential components of: Focusing Question, Date, Standard (Learning Goals), Module/Lesson, Exemplar " I CAN" Statement.		Dawn Henline	05/30/2024
<i>Notes:</i>					
	10/25/23	Time for common planning will be used for PLC's and MTSS data meetings.		Dawn Henline	05/30/2024
<i>Notes:</i>					
	10/16/22	All students are placed in a targeted intervention block each morning.		Amanda Trivett	06/01/2024
<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>		Teachers are using data sources such as mClass, STAR, and NC Check-ins to deliver evidence-based instruction through interventions.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will effectively work with students and help students learn within their targeted learning tier to close the achievement gaps.		Dawn Henline	05/31/2024
Actions			0 of 2 (0%)		
10/21/23		Utilize substitutes on half days and full days for teachers to meet with the school psychologist to review data, create intervention groups, and adjust throughout the year.		Rachel Rector	05/30/2024
<i>Notes:</i>					
10/21/23		Review data and create Supplemental plans in RTI stored to be reviewed and updated after benchmarks in STAR and mClass are completed.		Rachel Rector	05/31/2024
<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>			Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker. Moo Zoom will be used for whole class and individual support.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>			When fully implemented, teachers will effectively work with students and help students recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social-emotional needs and behavioral needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline will decrease.		Dawn Henline	05/31/2024
<i>Actions</i>				0 of 3 (0%)		
	10/21/23	The school counselor will provide lessons in a group setting as requested by classroom teachers based on whole class needs.			Amanda Hawkins	05/30/2024
<i>Notes:</i>						
	10/25/23	Each homeroom teacher will choose one student who showcases the monthly character trait. Students will be recognized by the principal and given a certificate and coupons to use at local establishments at the Terrific Kids celebration once a month with parents invited and a reception following.			Kim Flicker	05/30/2024
<i>Notes:</i>						

	10/25/23	Teachers communicate with the school's guidance counselor or student support staff member when students may benefit from individual check-ins, home visits, calls home, etc.		Amanda Hawkins	05/30/2024	
<i>Notes:</i>						
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are intentional about grouping students from current grade levels to the next ensure students are placed in an optimal learning environment to meet their academic and behavioral needs.	Limited Development 10/16/2022		
<i>How it will look when fully met:</i>			Teachers will complete individual student cards to effectively transition students to move onto the next grade level. Intervention data is kept on every student to monitor progress across all tiers.		Dawn Henline	05/31/2024
Actions				0 of 2 (0%)		
	10/25/23	Teachers will complete cards with student information that is pertinent to the next grade level so that a smooth transition occurs from one grade level to the next.		Teresa Young	06/05/2024	
<i>Notes:</i>						
	10/25/23	Data collected on students will be entered on a spreadsheet and shared with the next grade level so that key progress data is not lost from one year to the next.		Dawn Henline	06/05/2024	
<i>Notes:</i>						

A4.17		The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are utilizing current progress monitoring such as Star, mClass, Imagine Learning, Check-In's, and EOG's to screen all students to determine targeted interventions for all students.	Limited Development 10/20/2021		
<i>How it will look when fully met:</i>		All students will be placed in the appropriate and effective researched based intervention to promote academic growth.		Breanna Shinault	05/31/2024
Actions			1 of 2 (50%)		
	5/25/22	Students who needed targeted interventions were placed in intervention groups.	Complete 05/31/2022	Breanna Shinault	05/31/2022
		<i>Notes:</i>			
	1/5/22	Students are on a consistent progress monitoring schedule.		Breanna Shinault	06/01/2024
		<i>Notes:</i> Next school year: students will be participating in a school-wide intervention time.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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B1.01		The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Sawmills has a school improvement team. This team meets regularly once a month to assess our plan and to discuss school-based topics.	Full Implementation 10/16/2022		
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
<i>Initial Assessment:</i>		The Sawmills Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly to review implementation of effective practices	Full Implementation 10/16/2022		

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>		Sawmills has established a team structure among teachers with specific duties and time for instructional planning	Full Implementation 10/16/2022		

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	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal consistently monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The teacher receives immediate feedback from the principal.	Full Implementation 10/16/2022		

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>		The LEA routinely monitors school data and classroom observation data. Currently, a spreadsheet has been created to keep track of teacher observations. A schedule has been provided by the district. Input is requested on professional development needs. The district as well as administration sends staff information on professional development opportunities. Staff can also access PD through NCEES. Administration, Instructional Facilitators, as well as teachers review student and school data on a routine basis to help determine progress or intervention needs through our MTSS framework. EVAAS data is also reviewed by administration to help determine staff needs.	Limited Development 12/10/2019		
<i>How it will look when fully met:</i>		Observations of teachers will be completed according to schedule and noted on the spreadsheet. Emails from the district as well as from administration will indicate professional development opportunities. Staff renewing their license will have enough professional development credits for renewal as required. Students will indicate positive growth from the beginning of the year to the end of the year. Data will be kept on students per grade level in a Google Doc folder. Meetings with administration and teachers will take place monthly to discuss student progress and student needs. Core instruction will be evident by students making growth based on the core plans and SMART goals developed by grade-level teams.		Dawn Henline	06/30/2024
Actions			2 of 5 (40%)		
	12/10/19	Create a list of teachers renewing their license this year to ensure they have enough credits for renewal.	Complete 09/11/2023	Dawn Henline	01/31/2024
<i>Notes:</i>					
	10/25/23	Monthly PLC data meetings with administration and school pshychologist to review supplemental plans and progress monitoring.		Rachel Rector	05/30/2024
<i>Notes:</i>					
	10/25/23	Teachers will attend professional development based on their individual needs.		Dawn Henline	06/05/2024

Notes: BT Mentors
Peer Observations
ILA

12/10/19 Create spreadsheet to track teacher observations.

Complete 09/05/2023

Dawn Henline

10/01/2024

Notes:

12/10/19 Review EVAAS data with teachers.

Dawn Henline

06/30/2025

Notes: District support will be utilized to ensure most current reports and trend data are utilized.

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>		Sawmills has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Sawmills has an interviewing team that meets to follow the procedures of hiring new staff.	Full Implementation 10/16/2022		

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Resource Allocation

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Use of federal funding to purchase human capital in the form of tutors and technology programs to improve student growth and proficiency based on data obtained from EVAAS and benchmarks throughout the year.	Limited Development 10/21/2023		
<i>How it will look when fully met:</i>		This objective will be met when the school has Exceeded Growth and moved out of a School Report Card grade of D. The data will be pulled from EVAAS, EOG scores, and NC Report Card data.		Dawn Henline	05/30/2026
Actions			0 of 2 (0%)		
10/25/23	Tutors will be hired using Title I funds for students in need of Intensive support. One at 15 hours per week beginning in October and another at 6.5 hours per week beginning in January.			Dawn Henline	05/30/2024

Notes:

10/21/23	Benchmark tests will be evaluated for student proficiency during PLCs once a month. Standards, where students are not proficient, will be analyzed using a Know/Show chart to determine what the students need to know in order to be show their understanding of a standard for proficiency.		Lucy Cook	05/30/2026
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		The staff at Sawmills are currently communicating regularly with families about classroom expectations, events, and how parents can support their students.	Limited Development 10/20/2021		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All families from Sawmills will have a direct line of communication from the school and from their students' teacher. Families and staff will be able to fully implement Talking Points, school website, FaceBook, PTA, school sign, along with phone calls, newsletters, and planners.		Amanda Trivett	05/31/2024
Actions			0 of 1 (0%)		
5/25/22	Teachers have been using Talking Points to communicate with parents.			Amanda Trivett	05/31/2024
<i>Notes:</i>					
Implementation:			08/09/2023		
<i>Evidence</i>	8/9/2023				
<i>Experience</i>	8/9/2023				
<i>Sustainability</i>	8/9/2023				