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Valmead Elementary

Comprehensive Progress Report

Mission: The mission of Valmead Elementary School is to provide a safe, positive learning environment that promotes academic achiev
creative minds, and the courage to be a responsible individual. Valmead School is a place where all students will be successfu

Vision:
Valmead School is a place where all students will be successful and become life-long learners.

Goals:

20% decrease in office referrals by common SEL activities and school-wide expectations across classrooms settings.

Student achievement will increase to 60% proficiency by 23/24 by improving core instruction.

The school will maintain 91% monthly attendance by incentivizing attendance through classroom and school-wide rewards.

Identify three community partnerships to provide support for students and families by 2023-2024.

! = 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**	**Assig**

Initial Assessment:	Valmead teachers use a variety of instructional modes to teach students during literacy and math blocks. We feel that there are processes in places such as whole-group and small-group instruction that is teacher directed in additon to independent opportunities for students to master skills using the Daily 5 process. Feedback is given to students during literacy and math blocks to support student development and mastery of skills. However, we feel that continued work is needed during our literacy blocks and math blocks to strengthen comprehension, vocabulary development and reading skills necessary to be proficent on benchmark assessments. We will continue to maintain a safe and positive learning environment for everyone, incorporate these instructional modes to improve roles and expectations for teachers, student opportunities for learning, improve classroom management skills, teacher organization, classroom design that is student focused, increased opportunities for students to master skills.	Limited Development 10/03/2019	
How it will look when fully met:	Students in classrooms will enjoy learning and participating in activities that are delivered through whole-group, small-group and independent modes of instructions. Students will be able to express what the learning objectives are and discuss details and text features when reading stories during literacy blocks. Student achievement will improve as evidenced by STAR Reading and Math progress toward benchmark levels. There will be increased student attendance, and arrival time to school. Students will appear confident and eager to participate, in learning environments that are nurturing and supportive to their diverse abilities. Students will be transitioning within the classroom and to other settings during the school as a result of improved classroom management processes that provide support to students overall social and emotional status.Teachers will be enthusiatic and eager to greet students daily. Lesson plans and materials will be readily available to support instruction and allow for more collaboration between students on problem-based activities. Teachers take responsibility for their students and will provide ongoing feedback during daily activities and differentiate lessons specific to their students' diverse learning needs. 9/13/22 - Teachers are involved in LETRS and Wit and Wisdom training. The principal has completed the Administrative LETRS training and is attending ongoing Wit and Wisdom. A team is also participating in a 2 year program to improve teacher efficacy and coaching.	**Objective Met**	**Zach**

Actions		3 of 3 (100%)	
10/3/19	Teachers will use whole-group instruction with direct and explicit instruction that includes modeling, scaffolding, independent practice and immediate feedback for students.	Complete 05/15/2020	Carol
Notes:	Teachers are using whole group instruction to introduce lessons and new topics to students during classroom instruction. Teachers continue to use online instruction to support student needs for literacy and math during the Covid-19 school closure.		
10/3/19	Teachers will deliver small-group instruction using guided reading lessons based on differentiated student levels during literacy blocks.	Complete 05/15/2020	Allison

Notes:		Teachers use assessment results from STAR and Istation to place students in leveled reading groups to remediate or enhance targeted skills during daily rotations. Teachers have been using online Istation information to support student's reading skills at home during the Covid-19 school closure			
	10/3/19	Teachers will provide students opportunites to use computer technology individually using RazKids, Istation, Guided Readers.com, Mobymax, Imagine Learning, Letterland programs during the day to support literacy instruction.	Complete 05/15/2020		Carol
Notes:		Students have been using Imagine Learning to enhance vocabulary and reading skills during classroom rotations daily. Teachers have been using Google Classroom, Seesaw, Classdojo , Imagine Learning , Raz Kids online platforms to provide instruction online for students during the Covid-19 pandemic school closure.			
!	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:		4-4-23: Valmead created the new PAWS system that is used in every classroom, to enforce a universal standard of behavior. In order to maintain a safe and positive learning environment for all students, Valmead will use a school-wide discipline program to modify student behavior. Valmead will reinforce positive behavior for students using the Positive Behavior Intervention and Support process (PBIS) to redirect student misbehavior. Teachers will reteach and model accepted behavior during instruction, transition to cafeteria, bus, hallways and bathrooms. In addition, students will follow the PAWS (Prepared, Accept Responsibility, Work Hard, Show Respect) matrix for school-wide rules. Students will be rewarded with weekly club time and students who do not qualify will attend reteach classes that week. Students will be able to attend a partial amount of clubs time in order to encourage positive future behaviors. Teachers will follow a flow chart that reflects the PBIS process before referring students to the office.	Limited Development 10/26/2017		
		Priority Score: 3 Opportunity Score: 3		Index Score: 9	
How it will look when fully met:		As a result of the implementation of this objective, the number of office referrals will decrease by 10%. With Positive Behavior Intervention Support (PBIS), students earn tickets and are eligible to attend weekly club meetings after receiving a specified amount. Valmead's goal is for 80% for students to participate in clubs week. Students will come to school prepared every day, accept responsibility for own behavior, participate in classroom activities and show respect to their teachers and peers to the best of their abilities. The PBIS team will analyze student referral data, school attendance, club attendance, and student achievement data to monitor the success of the school-wide discipline program. Teachers will employ strategies and procedures gained through professional development to support classroom management and reinforce rules and procedures. 9/13/22 - The school will have posted common expectations throughout common areas of the school. All staff will promote the PAWS expectations in their classrooms and throughout the building. Students will be able to to explain to others the expectations for a given area in the school building. The MTSS team will assume responsibility for analyzing behavior data.			Zach
Actions			**4 of 5 (80%)**		

10/26/17	The principal will select classroom teachers (Beginning Teachers and teachers with increased office referrals) will be given opportunity to attend Professional Development for classroom management procedures that can be integrated into daily activities to enhance student participation, classroom instruction and to provide a safe and positive learning environment for all students.	Complete 01/31/2019	Carol
Notes:	Teachers will be able to implement activities obtained from PD to enhance classroom instruction and student behavior. In addition, it is our desire that they will share strategies with team members school-wide.		
10/26/17	Faculty and staff will reteach PBIS Matrix Rules and Procedures to students periodically to maintain fidelity with school-wide discipline program	Complete 04/30/2019	Carol
Notes:	Faculty and staff will teach PBIS Matrix Rules and Procedures at the beginning of the school year, after Thanksgiving holiday, after Christmas holiday and after Easter holiday to maintain fidelity of program and increase student performance throughout the school.		
10/26/17	PBIS Team will present data to faculty during monthly meetings.	Complete 05/31/2019	Carol
Notes:	PBIS team will update faculty and staff during meetings regarding student discipline data from office referrals and Class Dojo documentation and reteach attendance at monthly faculty meetings.		
10/26/17	New faculty and staff will be trained on TIER I and TIER ll strategies in PBIS to provide interventions for students in the class.	Complete 05/31/2019	Carol
Notes:	PBIS team will facilitate training to other staff to support students at the Tier ll level.		
6/8/21	Create a comprehensive school behavior plan.		Zach
Notes:	9/13/22 - All grade levels have a common set of expectations that should be explicitly taught and communicated. After problem solving, and at least 2 parent phone calls, referrals are made for consistant minor infractions. Review and revise behavior flow chart and behavior matrix. We plan to have Clarecia Mitchell assist in the guiding of this process beginning over the summer. This will include needed PD, increase strategies, increase visuals for specific locations demonstrating expectations, comprehensive schoolwide expectations and procedures 5/26 - extended to next year due to the merge.		
Implementation:		06/25/2019	
Evidence	6/11/2019 PBIS monthly meeting minutes.		
Experience	6/11/2019 Teachers and staff have been trained on PBIS Tier I and Tier II strategies. They have trained students during the school year on classroom expectations for the PBIS program at our school. The team met during the school year and information was communicated to faculty and staff during meetings.		
Sustainability	6/11/2019 We need to continue to use these strategies to maintain positive student behavior throughout the school environment.		

Core Function:	Dimension A - Instructional Excellence and Alignment		
Effective Practice:	**Curriculum and instructional alignment**		
A2.03	**The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)**	**Implementation Status**	**Assig**
Initial Assessment:	Principal involved in all PLC's, conducts observations or walkthroughs as needed, principal conducts impromptu conferences and supplies resources to advance instruction	Limited Development 04/04/2023	
How it will look when fully met:			
Actions			

		Notes:		
		A2.07	**ALL teachers include vocabulary development as learning objectives. (5097)**	**Implementation Status**	**Assig**

Initial Assessment:	Valmead K-2 teachers have participated in PD for Keys to Literacy this year to support literacy instruction in their classrooms. Teachers have used LetterLand stories to introduce vocabulary, guided-reading supports using fiction and nonfiction books, Razkids, Imagine Learning, Epic books, and leveled readers. This year we have introduced the Wit & Wisdom curriculum to support literacy instruction in second grade and incorporate Deep Dive activities to improve vocabulary skills. Both second-grade teachers and students have enjoyed using this curriculum during their literacy block. Kindergarten and first grade teachers are using the Read Aloud project books to support vocabulary development for student and comprehension skills. Vocabulary instruction is also used during math and intergrated in social study and science curriculum as well in order to strengthen comprehension skills. We feel that this type of instruction is important to help our at-risk student population close the achievement gap between their peers who are performing at grade-level standards.

6/10/2020

We have put in place K-2 the Wit &Wisdom curriculum for ELA and all students are receiving explicit instruction during whole group activities to increase students' vocabulary skills. School was closed due to Covid-19 Pandemic and all instruction occurred by remote learning. Teachers continued to provide instruction on many online platforms such as Seesaw, Zoom, Google Classroom, Class Dojo and through Razkids, Spelling Cit, Xtra Math, Happy Numbers, Great Minds, Imagine Learning, Letterland Online, Youtube Ela/Math Videos and Boom Cards to enhance instruction and student involvement. We will continue this goals into the 2020-2021 school year to measure the student progress towards mastery of NCSOS standards. | Limited Development 10/03/2019 |

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

How it will look when fully met:	Students will have increased vocabulary development and comprehension skills as evidenced by improved performance on STAR Reading and Math benchmark assessments thus decreasing the performance gaps between at-risk students and their peers.

9-13-22 - Teachers are working on LETRS training which includes theory and strategies for vocabulary development. The Principal is also receiving additional training in Wit and Wisdom to better support teachers in ELA instruction. | **Objective Met 09/13/22** | **Amand** |

Actions			
10/3/19	Teachers will provided guided reading supports using topical vocabulary for science and social studies using fiction and non-fiction material during literacy blocks.	Complete 06/05/2020	Allison
Notes:	12/2/19 Teachers have been providing daily classroom instruction for vocabulary using a variety of classroom activities that are teacher-directed whole group, small group and independent during the day. Evidence has been uploaded for this indicator. I will continue to monitor instruction for the school year until goal has been met completely.		
10/3/19	Second-grade teachers will use Wit and Wisdom curriculum to support vocabulary development, comprehension and expressive language skills for students in their class.	Complete 06/05/2020	Amand

Notes:	(12/2/19) Teachers in 2nd grade are using the Wit and Wisdom curriculum to support vocabulary development and expressive language skills using a variety of activities involving gallery walks, writing assignments group activities and have displayed work samples all throughout their classrooms and in the hallways.	
10/3/19	Teachers will use Letterland story in kindergarten and first grades and the Read Aloud Project curriculum to support vocabulary instruction literacy blocks.	Complete 06/05/2020 Allison
Notes:	(12/2/19) Teachers have been Letterland instruction daily Pre-K through 2nd grade to teach literacy skills during reading blocks. We will continue to monitor instruction to make sure that the program is being used with fidelity. Teachers continue to use the Read aloud project (Whole-group), Guided Readers Program(small-group) Istation suggested activities and Florida Center for Reading Research activities for (small intervention groups) and Raz Kids (first-grade) and Engage NY(Whole-group) in Kindergarten.	
6/10/20	Teachers will use Wit &Wisdom curriculum K-2 to teach ELA standards during whole-group, small group during the 2020-2021 school year.	Complete 09/13/2022 Amand
Notes:		

Implementation:		09/13/2022	
Evidence	9/13/2022 Writing samples, lessson plans, training CEU's		
Experience	9/13/2022 Staff have been trained, or are planning to train in Wit and Wisdom, Heggerty's, and Fundations. Vocabulary is also taught in math, science, and social studies. Students are expected to use academic vocaublary in the classroom while teachers provide feedback.		
Sustainability	9/13/2022 Teachers should continue to meet as PLC's and attend trainings as provided to stay current on best practices with regards to vocabulary development.		

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:	Our school will go through training this year to update the MTSS process for tiers 1, 2 and 3. The training will give our team improved ways to support the fidelity of interventions being used with students, document student data before referring students to the exceptional children's program. Transparency is needed regarding communication and set a process in place when referring students further through the evaluative process. Evidence of meeting includes agenda, student plans and google doc indicating intervention groups. Funding will be used to hire a tutor during the school day for grades K-2. In addition, school support staff and community volunteers will facilitate small group instruction to support academic needs of students school-wide based on the MTSS process and student data from STAR, SEL and mClass/TRC assessments. Parent-teacher conferences will be held within a week of MTSS meetings to communicate student progress and plans for intervention to all stakeholders. 9-13-22 - Teachers are participating in LETRS training, Wit and Wisdom training, and a leadership team is participating in RTI stored training. This year we have added 2 interventionist to assist teachers and support student learning by running additional intervention groups.	Limited Development 09/21/2016	
	Priority Score: 3 Opportunity Score: 2	Index Score: 6	

How it will look when fully met:	Valmead School will continue to provide Professional Development for teachers on evidenced-based instruction that is aligned to the curriculum as well as provide support to enhance instructional needs during PLC meetings three times per month on Tuesdays utilizing the MTSS process to better support core, strategic and intensive student needs. As a result of giving teachers opportunity to collaborate with eachother and vertically and attend Professional development activities, they will gain further insight on the process needed to support instruction, plan appropriate interventions using research-based programs that support student growth. In addition, student performance will increase in core subjects for reading and math as well as increased scores on benchmark testing.		**Zach**
Actions		**5 of 6 (83%)**	
2/8/17	Classroom teachers will meet during weekly PLC meetings to discuss student progress and develop plans, evaluate research-based practices to support whole group, small group, and individual interventions.	Complete 06/04/2021	Carol
Notes:	Teachers will continue to meet with the Instructional facilitator during planning times each week to address student data, intervention plans, and update plans as needed. 12/9/20 During grade level PLC meetings, the SWD subgroup data will be monitored for academic and behavioral progress.		
11/6/17	Central Office staff will complete walkthrough observations periodically to support the instructional system.	Complete 05/31/2019	Central (
Notes:	The Central office staff will provide support as needed during the school year to provide support as needed.		
11/6/17	The district will provide additional programs as needed to support foundation core instruction as well as interventions.	Complete 05/31/2019	Carol
Notes:	Central office staff will provide support to core instruction during the school year to support student achievement.		
10/25/17	The principal will monitor classroom instruction and provide feedback to teachers regarding instruction, use of programs with fidelity utilizing the NC Teacher Evaluative Process and the eleot walk through observational tool.	Complete 06/07/2019	Carol
Notes:	The principal will provide weekly walk-throughs, feedback regarding classroom instruction and lesson plans, and evaluations using the NC teacher evaluative three times per year based on individual teacher levels of experience and the evaluation process.		
12/9/20	During grade level meetings, SWD data will be reviewed for academic and behavioral progress.	Complete 06/08/2021	Zach
Notes:			
11/6/17	The principal will provide substitute teachers so that classroom teachers can meet with the Multi-Tiered Systems of Support (MTSS) team quarterly to discuss student data, progress toward foundational core instruction, as well as strategic and intensive support plans.		Zach
Notes:	Substitute teachers will be provided for classroom teachers to allow them opportunities to collaborate with other team members regarding student data, plan interventions, research-based programs to support instruction and student achievement. 5/23/22 - we will continue this plan for next year. The sub shortage made this difficult to obtain. Next year we hope to see this come to fruition and locked in as a school norm.		
Implementation:		06/11/2019	
Evidence	06/11/2019 Monthly meeting with Elementary Director occurred and she will continue to meet with administration monthly to support school initiatives. Also, Caldwell County School's Superintendent met with administration during the school year and provided feedback regarding instructional environment and ways to improve student achievement.		

	Experience		6/11/2019 06/11/ 2019 The district was very supportive in providing assistance, walk throughs to support instruction. They will continue to be involved with the school to support instruction until we are out of low performing status.		
	Sustainability		9/20/2018 The district will continue to provide monthly meetings to support instruction during the 2018-2019 school year. 06/11/2019 The district has provided monthly meetings with administration and curriculum coaches regarding classroom instructions and ways to promote overall student improvements.		
!		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assig

Initial Assessment:		
	4-4-23: Valmead has currently updated their PAWS to reflect the merge of West Lenoir and Valmead, now being one k-5 school. Valmead has created PAWS posters to be displayed around the school, students also now say a daily motto at the beginning of the day to enforce positivity and motivation. Panorama surveys are used to collect social emotional data, teachers use social emotional curriculum to help teach and promote social emotional learning. Kindergarten classrooms are also implementing the pyramid model; a pilot program from Vanderbilt that promotes a social emotional approach to problem solving that can be applied in the real world.	Limited Development 10/03/2019
	Valmead currently uses morning announcements for Pledge of Allegiance to US flag, PAWS matrix , PBIS program and celebrations for students and teachers during the school year. Students are celebrated during the school year for positive behavior and character awards and badges, improvement for academics with Fatz dining certificates, positive badges from the principal and perfect attendance celebrations with the principals such as Donuts and juice breakfast and ice cream celebration. Students are also given badges and pencils for birthdays. Classroom competitions for school attendance, participation during school meals and field day are also used to promote student success and increased participation during the year. We realize that attendance and promptness to school is viable to the social-emotional states of our students and we have provided resources such as soft spaces in each classrooms with preferential seating, manipulatives to decrease stress, mood mats and weighted lap pads to calm students and hallway Lego boards to reset their emotional status so that they are able to participate in classroom activities.	
	* Classroom teachers have been providing students with differentiated seating, weighted lap pads, a variety of manipulatives to help students stay focused and on task for learning. Administration and Student Support services have used variety of techniques and manipulatives to support students' emotional well-being and help them to reset and return to class. Also, classroom teachers and support staff participated in a training for Darkness to Light to further support students' emotional well-being and some staff participated in Resiliency training and Reconnect to Resilience training.	
	* Monthly celebrations were provided, however due to Covid-19 school closures planned activities were discontinued. Students received awards at the end of the school year. The school needs to continue to celebrate small successes for students and teachers in order to achieve goals fully.	
	10/14/20 - Due to COVID safety precautions, it has been advised to not focus on attendance in the traditional sense. Instead we will focus on engagement and two-way communication with students and families. This will provide the necessary supports for student learning and acknowledge the successes of the students.	
	Priority Score: 3 Opportunity Score: 2 Index Score: 6	

			Zach
How it will look when fully met:	Valmead will have increased student attendance for the school and decreased tardiness to school each day. Students will be prepared daily for school and ready to accept responsibility for learning and participation in class each day. They will work hard at keeping self-control and showing respect to peers and adults while at school. There will be a decrease in office referrals and increased student participation in classrooms. Parents and community will also see Valmead as a school that supports the needs of all students and enroll their children here because of the great resources that we have in place to support the whole child. *Teachers will have explicitly taught classroom rules and procedures for daily routines to students and students will follow rules without reminders for seating, independent work, classroom participation, while transitioning between activities and settings within the school community. * Teachers and Students will feel a sense of community and support within the school where there is an atmosphere of mutual trust and understanding and where all students are treated equitably, justly and fairly.		

Actions		**4 of 6 (67%)**	
10/3/19	All classroom teachers and support staff will attend Darkness to Light Training in the Fall to promote emotional support to at-risk students in class.	Complete 10/25/2019	Carol
Notes:			
10/3/19	Classroom teachers will provide differentiated seating and work space supports for students to be successful in the classroom setting.	Complete 03/13/2020	Bran
Notes:			
10/3/19	Classroom teachers will encourage students to participate during the pledge to the US flag and PAWS motto daily.	Complete 03/13/2020	Bran
Notes:			
10/23/20	A team will work to complete a social/emotional needs assessment for student and staff.	Complete 09/13/2022	Zach
Notes:	9/13/22 - Staff complete a xSEL and Panorama survey to address SEL needs for students and staff. A team will work to complete a social/emotional needs assessment for student and staff.		
10/23/20	An SEL team will review and revise the student behavior matrix and present a final copy to SIT for approval		Zach
Notes:	9/13/22 - Stutts and Greene will lead group to update schoolwide beahavior matrix.		
6/24/20	Teachers will provide explicit instruction to students regarding classroom schedule and daily routines by providing step by step directions and examples needed to complete the routines (ex. gathering in a circle on the floor; sitting on the floor with legs crossed; listening to the teacher read; looking at the pictures in a book; and answering questions.)		Zach
Notes:	9/12/22 - Teachers provide schedules for daily classroom routines and explicit instruction on how to complete transitions between activities.		
Implementation:		06/10/2020	
Evidence	6/10/2020 Teachers have provided students with soft spaces in the classroom, worked to improve relationships with students and parents, they have provided activities through school guidance class to support students' mental status and ways to solve conflict and communicate their feelings appropriately. In addition, classroom teachers continue to use Wit & Wisdom strategies for communication to promote a safe and positive learning environment for all in their classroom.		

Experience		6/10/2020 Teachers successfully participated in the Darkness to Light training and provided social-emotional support to students during the school year.			
Sustainability		6/10/2020 Teachers will continue to monitor students emotional status, continue to build positive relationships with students and their families. Teachers along with support staff will continue to provide resources to parents and students in school and within the community to support social-emotional needs.			

!	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	Assig
Initial Assessment:			Valmead school has structures in place to support student transitions from Preschool to Kindergarten and from second-grade to third-grade. Valmead has been restructured as a Preschool through second-grade school. We continue to support students using kindergarten screenings in the Spring, Rising Stars program during the summer to support transition to kindergarten in the Fall. We conduct family night meetings in the Spring for second-grade students at West Lenoir Elementary School (WLES)to prepare students and their families for the transition to third-grade in the Fall semester. Second-grade students also visit WLES during the Spring semester prior to third-grade to meet third-grade teachers in preparation for the next school year.	Limited Development 12/03/2019	
How it will look when fully met:			When this objective is fully met students will have physical and/or electronic files that reflect the students progress through their academic careers. Teachers will have a good understanding of a student's strengths and weaknesses as they enter the upcoming year. Staff will be able to implement targeted interventions early in the year so as to take advantage of as many instructional days as possible. Families will attend transition meetings at the beginning and end of the year where information regarding the school year can be shared and families can be prepared to support their child.		Zach
Actions				0 of 1 (0%)	
		10/20/22	Teachers will maintain intervention paperwork for all targeted students.		Zach
Notes:					

Core Function:	**Dimension B - Leadership Capacity**
Effective Practice:	**Monitoring instruction in school**

!		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assig

| Initial Assessment: | Valmead uses the PowerSchool system to monitor student attendance, discipline office referrals, grades and student demographics during the school year. We also use the MTSS process for problem-solving to monitor students who may be at-risk for failure using academic, student data from Istation, STAR/SEL benchmark assessments, interventions, formative and summative assessments, behavior and attendance reports. We continue to have achievement gaps between students who are not performing at the level of their typically developing peers and as a result the district and individual schools will be revisiting the MTSS Module 1.2 this school year in order to improve the process for supporting our students who may be at risk for failure in our school system. We have established a MTSS leadership team and have been attending training at the district level and bringing it back to our school. Our leadership team meets once a month to monitor our school's progress toward identifying students at-risk.   Our MTSS school based team meets quarterly with grade-level teams to identify at-risk students, analyze school data and plan interventions to support core, strategic and intensive level students.

6/5/2020

Our school has been participating in MTSS activities at the school and district level. Our teachers have met quarterly to analyze student data during the school year to update PEPs, plan and monitor interventions to support student achievement. A MTSS monitoring spread sheet has been established for students that indicates those who may be at-risk for failure. Attendance , academics and behavior information is considered when planning interventions for students who may be at-risk. We will continue to monitor this information in the new school year to support students in grades K-2.   Teachers will continue to attend MTSS meetings at the district and school level during PLCs to analyze student data and plan instruction to support students' diverse learning needs.

9-13-22 - The school continues to follow systems established 6/5/20. This year the MTSS team is receiving training and VES is implementing RTI Stored which will consolidate data into a more unified place to assist with decision making. | Limited Development
10/03/2019 | |
How it will look when fully met:	Valmead will have processes in place for adequately monitoring and identifying students at-risk for failure, plan supports to improve student attendance, achievement and social-emotional development to decrease achievement gaps between low performing student groups and typical peers. Students will improve attendance, decrease problem behaviors that keep them from partipating in classroom activities, improve social- emotional well-being and be confident participants in class. Teachers will take responsibility for analyzing student data, student learning and plan instruction that is differentiated to diverse learning needs of their classroom students.		Zach
Actions		3 of 5 (60%)	
10/3/19 Teachers and support staff will participate in MTSS Module 1.2 professional development during the school year to support students who may be at-risk for failure.		Complete 06/05/2020	Carol
Notes:			
10/3/19 Teachers and support staff will attend quarterly meeting to analyze student data, attendance data, behavior data and plan interventions to support students in the classroom.		Complete 06/05/2020	Amand
Notes:			
6/11/20 Students will participate in a variety of activities provided by the school counselor during the year to help support students' social-emotional development and support effective communication and problem-solving skills.		Complete 06/08/2021	Yrma M
Notes:			

6/8/21	Create entry/exit rules for academics, attendance, and behavior that will be used by the MTSS team to support students and teachers.	Zach
Notes:	9/13/22 - MTSS team will meet to determine entry/exit plans for MTSS interventions.	
10/20/22	VES will utilize RTI Stored to assist in decision making for positive student outcomes.	Alison
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:			Valmead school has procedures in place to evaluate teach effectiveness using the NC Educator Effectiveness System during the school year to monitor instruction in the classroom and codes for ethical standards. We will utilize information gained from the NC School Report Card, EVAAS Data, student academic and subgroup data to plan effective professional development opportunites for teachers during the school year.	Limited Development 12/03/2019	
How it will look when fully met:					
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	Assig

| Initial Assessment: | Valmead school has orientation for students and parents at the beginning of the school year. We have Title 1 Parent Advisory Council (PAC) meetings at night and during school hours in the Fall and Spring regarding curriculum for reading and math and ways to support their child at home. In addition, parents are invited to parent conferences, volunteer, eat lunch with their child and participate during grade-level fieldtrip opportunities during the school year. Teachers communicate with parents during the year through phone calls, ClassDojo messages, face-to -face conferences and Newsletters. School-wide newsletters, website and Blackboard messages are also used to keep parents updated on upcoming events involving their child during the school year.   We feel that even though these procedures are in place our parent participation could be better to support their child's overall success in school. Being a low performing school, our teachers have participated in professional development regarding working with students of poverty, book studies involving teaching students of poverty and ways to support their socio-emotional needs. We will continue to provide ongoing professional development during the school year to support classroom instruction as well as monitor attendance and tardiness to establish the importance of school attendance and being prompt to school each day.

*Teachers have worked to improve communication between the school and home by inviting parents to Title 1 Parent Night Activities, school programs and conferences. Other communication was through emails, phone calls and Class Dojo. School staff have also participated in training for Resiliency, Reconnect to Resiliency, Darkness to light and Trauma to better meet the needs of their students. Teacher Working Condition Survey results indicated that parent involvement continues to be a need for the school. We will continue to address actions to create more involvement to support student success. | Limited Development 10/02/2019 | |

| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |

| How it will look when fully met: | With increased parent participation in the school students will increase academic performance as evidenced by improved performance on universal screeners, increase in student grades, and classroom engagement and participation. Students will come to school on time and prepared for class each day. There should be a decrease in discipline office referrals and out of school suspensions during the year because students are engaged and on task for learning. Parents will feel supported and able to assist their child with homework assignments during the week.

9/9/21 - Now that we are back on a 5 day schedule, the interactive homework lessons involving parents are no longer needed on a weekly basis. Teachers should continue to assign homework as necessary to support classroom instruction. | | Zach |

Actions		3 of 4 (75%)	
10/2/19	The school will provide Title 1 Parent Advisory Council Meetings at night and during the day for parents to attend that provides resources to help their child be successful in school.	Complete 06/05/2020	Amand
Notes:			
10/2/19	Classroom teachers will keep parents informed on student progress, using Classdojo, parent conferences, classroom webpage, email, newsletters and phone calls during the school year.	Complete 06/05/2020	Prii
Notes:			
6/25/20	Teachers will create interactive homework activities that involve parents in order to bridge home and school connections that will promote their child's school success.	Complete 09/09/2021	Amand
Notes:			

10/24/22	Host 2 parent nights (1 each semester) to provide a time for teachers to demonstrate instructional strategies that are being used in the classroom and can be used at home to support student learning.		Tamm

Notes:			
Implementation:		06/25/2020	

Evidence	6/11/2020 Parent involvement activities were conducted on August 22, during orientation to discuss curriculum expectations for the new school year and to give parent resources to help support their child at the start of the new school year. PAC #2 was conducted on 10-03-19 support students' literacy and writing skills. Music class was also integrated during this PAC night event to enhance literacy skills. PAC #3 involved readers theater activity called "No Turkey for Perky" that incorporated music and reading skills during a Thanksgiving performance for parents by second grade students. Another parent involvement activity involved students studying countries around the world and how they celebrated holidays. Poster sessions, power point presentations, food tasting opportunities, art work and costumes were included to inform the community of how chosen countries celebrated the holidays. Due to Covid-19 Pandemic school closure, PAC#4 and #5 were cancelled. Teachers and parents continued communication during the school year through Class Dojo, zoom , seesaw online platforms, Google meetings, emails and direct phone calls to contact parents and to continue school through remote learning.		
Experience	6/11/2020 Teachers have planned parent involvement activities during the school year to support literacy, science and math skills for students. Due to the Covid-19 Pandemic, a parent involvement activity for math and stem activity to support science was cancelled. Classes were conducted through remote learning activities. Students were given Summer Bridge books to use during the summer to support academic skills.		
Sustainability	6/11/2020 Teachers will continue to analyze student data and interventions in order to plan Title 1 parent involvement activities during the school year to support students literacy and math skills and give parents resources to support their child at home.		

Core Function:	**Dimension E - Families and Community**		
Effective Practice:	**Community Engagement**		
! **E2.02**	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assig**
Initial Assessment:	Valmead school works hard to establish positive relationships within the community and to keep them abreast to current events that are taking place at our school. We post weekly events on the school marquee so that anyone passing by our school can see what we have planned. Our school website is updated monthly with current school events and activities during the school year including field trip photos, school improvement goals, vision and mission statements, quick links to newsletters, student handbook, volunteer information, online payment options for field trips, lunch information, school policies, staff information, and teacher websites. In addition, school newsletters are sent home bi-weekly, and ongoing communication between parents and school with Blackboard connect, and Classdojo. *Teacher working conditions results indicated the need for increased community support. Valmead will continue to update school website, social media platform (Facebook) to improve two-way communication and increase transparency with stakeholders to strengthen support for school initiatives.	Limited Development 10/03/2019	
	Priority Score: 3 Opportunity Score: 2 Index Score: 6		

How it will look when fully met:	We will see and improvement in parent and community involvement. Based on universal screeners (Istation and STAR Benchmark Assessments) students will increase academic progress as evidenced by 80% of students on grade level. Students will improve behavior, school attendance and be on time for school as evidenced by PowerSchool attendance and discipline reports. There will be a decrease of student referrals to the Exceptional Children's program as evidenced by MTSS supports and interventions that were in place and monitored during the schoo year. In turn, students will be social and emotionally prepared to participate during classroom activities across all school settings. Furthermore, fostering positive school image and atmosphere that is warm and inviting for everyone who visits our school.		Zach
Actions		**3 of 4 (75%)**	
10/3/19	Valmead teachers and staff will send out information to local radio stations, local newspaper, school newletters, post information on the district website, school website, school Classdojo story pages, Blackboard messages and display on school marquee during the school year.	Complete 06/05/2020	Brand
Notes:	(12/02/19) The school and teachers have been sending out Newsletters and class dojo messages regarding school events and updates. Please refer to uploads filed under indicators.		
10/3/19	Valmead faculty and staff will make school presentations to civic, church organizations regarding school improvement intiatives, to encourage volunteerism in our school and school events during the year.	Complete 06/05/2020	Carol
Notes:			
10/3/19	Valmead school will encourage community members to volunteer in our classrooms as reading buddies, present to our students regarding curriculum related topics, participate in lunch buddy program, assist with backpack program and angel tree activities and assist with tutoring when needed.	Complete 06/05/2020	Allison
Notes:			
6/25/20	Valmead School will keep website and social media platform updated regularly during the school year to improve two-way communication and increase transparency with stakeholders.		Makara
Notes:	9/13/22 - Karen Bolick is helping to manage the website. Mr. Morrow and Ms. Dickson are both admins on the Facebook page. Teachers are encouraged to take pictures in their class of creative moments in the classroom. Mrs. Coffey and Ms. Turnmyre will work to learn the new school website platform.		
Implementation:		06/11/2020	
Evidence	6/11/2020 PD for teachers regarding the MTSS process, trauma and how to support students academically using curriculum and instructional strategies in the classroom.		
Experience	6/11/2020 Teachers Participated in Pd during the school year to become more trauma informed. We established an Assessment Data Tool for the school with information included that will highlight students who may be at-risk for failure due to behavior, absenteeism, academics. Teachers attended MTSS meetings at the district and the school level to support student achievement by analyzing data, assessments and benchmarks, curriculum and instructional practices.		
Sustainability	6/11/2020 Continue to work together in PLCs to analyze student data, plan enrichment for all activties, revisit MTSS process and ways to support students during enrichment for all activities.		