

Comprehensive Progress Report

**Mission:** Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

**Vision:** Growing Learners and Leaders: Teachers and students at SCE are lifelong learners leading the way to positive change in the world.

**Goals:** Through collaborative work in highly effective PLTs, teachers will deliver strong, effective CORE instruction and create dynamic learning experiences so that Sanford Creek Elementary will improve proficiency by 4%, exceed growth and reduce the student subgroups achievement gap by 3% for all students by June 2022.



! = 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

<p><b>Initial Assessment:</b></p>	<p>A1.07 This indicator has limited development and implementation. Ongoing efforts are being made to strengthen effective classroom management. Some of these efforts include strengthening schoolwide PBIS expectations through informing all teachers of the model; inviting all teachers to post PBIS expectations and the SOAR matrix in every classroom; inviting all teachers to use Bluejay Bucks in every classroom to reinforce good behavior; incentivizing the Bluejay Nest reward system by purchasing interesting rewards and/or experiences.</p> <p>According to current data, this indicator is of medium concern: The 2020 TWC indicates that 82% of teachers feel that students at this school understanding expectations for their conduct, 82% feel students at this school follow rules of conduct. Conversely, 50% feel that policies and procedures about student conduct are clearly understood by the faculty and 52% feel that school administrators consistently enforce rules for student behavior.</p> <p>According to in-house collection of major and minor behavior, we have an increase of incidences during 2019-2020. The following major/minor referrals were recorded: Quarter 1: 11, Quarter 2: 17, Quarter 3: 4 (no data for Quarter 4 due to COVID school closure). The total number of suspensions for the whole year were 9. The trend of minors, majors and suspensions can be seen over several years. (Suspension Data: 2015: 4, 2016: 10, 2017: 8, 2018: 5, 2019:9).</p>	<p>Limited Development 08/14/2018</p>		
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<b>How it will look when fully met:</b>	<p>Full implementation looks like: All teachers instruct students on schoolwide PBIS expectations and consistently implement effective classroom management. PBIS team will train new staff on schoolwide PBIS expectations and procedures. Every classroom has posted PBIS expectations, the SOAR matrix, and classroom rules. A formal system for acknowledging student behavior (Blue Jay bucks and eggs) is used by at least 90% of staff AND received by at least 50% of students as measured by Tiered Fidelity Inventory Walkthrough data. All teachers collect data for frequent minor behaviors and all major behaviors. PLTs review and use discipline data for decision-making during monthly Kid Talk meetings and determine if an action plan is needed to develop supports. Evidence of full implementation includes discipline data, Tiered Fidelity Inventory Walkthrough and Tier 1 data, and PLT Kid Talk notes.</p>		<b>Kathy Vaughan</b>	<b>06/30/2022</b>
<b>Actions</b>		<b>1 of 3 (33%)</b>		
7/30/19	The committee will create a PBIS reboot to refresh PBIS expectations within the whole school and provide needed materials to implement the framework. Evidence of completion will be seen through the PBIS Video Reboot and Walk-Through Data.	Complete 11/12/2019	Eric Johnson	01/30/2022
Notes:				
7/30/19	The staff will reach a consensus about steps to follow to report minor/major behaviors and provide needed supports for student success. Evidence of action step completion will be seen in Behavior Referrals.		Kelly Taylor	06/30/2022
Notes:				
9/30/20	The committee will create a PBIS reboot to refresh PBIS expectations within the whole school and provide needed materials to implement the framework. Evidence of completion will be seen through the PBIS Video Reboot and Walk-Through Data.		Gladys Washington	06/30/2022
Notes:				
<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>Sanford Creek Elementary has been working toward creating standards aligned units of instruction in all content areas. We have made gains in creating standards aligned units of instruction in all subject areas, and will continue to revise these units with PLTs as needed. We have been unpacking the standards and have worked toward dynamic learning activities aligned with the essential understandings of the unit. We continue to ensure that activities match the essential skills in a unit. Within PLTs, we are continuing to ensure that content is delivered with fidelity to the standard and unit plans are scaffolded to meet the needs of all learners in remote and face to face settings. While our grade level and department PLTs are strong, we will continue to strive to include Special Education and ELL teachers so we can address diverse learner needs.</p>	<p>Limited Development 08/14/2018</p>		
<b>How it will look when fully met:</b>	<p>Full implementation of A2.04 will include instructional teams developing a common understanding of standards to develop and deliver units that are aligned and meet the needs of all students through differentiation. Teachers will discuss how to differentiate, remediate and extend standards as evidenced by common planning found in PLT notes. All teachers will utilize pre and post assessments and common formative assessments to guide instruction within the unit. There will be consistent and timely tracking of student growth and progress as measured by quarterly data reviews within PLTs. As a result of collaborative work in highly effective PLTs, teachers will deliver strong, effective CORE instruction and create dynamic learning experiences so that Sanford Creek Elementary will improve proficiency by 4%, exceed growth and reduce the student subgroups achievement gap by 3% by June 2022 as evidenced by state and local assessments.</p>		Emily Murdock	06/30/2022
<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/10/18	<p>Teachers will unpack grade level standards and use unpacking templates to plan for teaching aligned units of study. Grade level minutes with completed unpacking templates will serve as evidence of completion with full implementation by June 30, 2022 and PLT Teams as the key process manager.</p>		PLT Teams	06/30/2022

Notes:				
9/10/18	Professional learning on Universal Design for Learning, use of technology to increase student engagement, scaffolding and high-yield teaching practices will be provided to certified staff as evidenced by the SCE Professional Development Plan for 2020-2021 and 2021-2022 with Emily Murdock as the key process manager and a completion date of June 30, 2022.		Core Team	06/30/2022
Notes:				
9/10/18	Teams will create and use aligned pre and post assessments in math to drive instruction. Pre and post assessments will be included in unit plans as evidence of action step completion.		PLT Teams	06/30/2022
Notes:				
9/10/18	PLT's will discuss student progress using data from common assessments, including pre and post assessments in math, performance tasks and common formative assessments, Istation data, NC Check In data, to adjust instruction accordingly. Meeting minutes and lesson plans will provide evidence of this action with PLT Teams as key process managers and full implementation to be achieved by June 30, 2022.		PLT Teams	06/30/2022
Notes:				
9/30/20	PLTs will discuss with Special Education and ELL teacher best practices to meet the diverse needs of learners. Meeting minutes and unit plans will provide evidence of this action.		PLT Teams	06/30/2022
Notes:				
9/30/20	The Instructional Facilitator and Administrators will check for teacher delivery of high-yield teaching practices including explicit instruction, clear modeling, providing specific feedback, and making use of protocols to increase student talk and collaboration as measured by the Student Engagement Look For Tool.		Murdock	06/30/2022
Notes:				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
	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

<p><b>Initial Assessment:</b></p>	<p>While Sanford Creek has been working towards strengthening the practice of providing effective tiered instruction, we are at limited development. We have a process for identifying students needing support following criteria from the intervention matrix. When considering in-house subgroup data and EOG subgroup data there is a discrepancy between proficiency scores for LEP, SWD, and all learners. Additionally, while students in need of supplemental and intensive support have documented problem-solving and/or intervention plans created by two case managers, all teachers are working to learn how to use the Explorer system. To continue, there are students who begin and end the year below benchmark as evidenced by report card grades, CFA's or mClass Dibels composites and Istation. This trend can be seen over several years.</p> <p>We have an Intervention Team which is working to provide supports to teachers as they follow the MTSS process. The Intervention Team is providing supports to teachers as they work through tiers, write plans and bring students to Kid Talk within PLT and bring students to Tier 3 Review meetings.</p> <p>The Intervention Team recognized the need to create a process for identifying students needing behavior plans and will work to create that process and train teachers during this plan cycle.</p>	<p>Limited Development 08/14/2018</p>		
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<b>How it will look when fully met:</b>		Full implementation of 4.01 will have all teachers following the process and criteria for identifying students needing support as indicated in the Intervention Matrix and all teachers learning and using the MTSS Explorer Tool to create and document intervention plans. Evidence of this action step will be group and individual plans generated in the EWS as well as minutes from the MOY Intervention Matrix Implementation, Fidelity & Effectiveness Meeting. Additionally, Intervention Team case managers will be providing support to teachers as they work through tiers, write plans, and bring students to Kid Talk within PLT as evidenced by PLT minutes. Teachers will provide research-based instruction aligned with students' individual needs across all tiers as evidenced by tiered intervention plans created in PLT notes and Explorer. Teachers will collaborate with other service providers to align instruction as evidenced by monthly collaborative notes. Evidence of full implementation effectiveness will be demonstrated by 70% of students receiving interventions positively responding by making the transition from a higher level of need to a less intensive level of need and/or students meeting an adequate rate of improvement based on group and individual plans. There will be a reduction of the disproportionality of special education referrals as evidenced by Special Education reports.		Megan Brazeau	06/30/2022
<b>Actions</b>			<b>3 of 8 (38%)</b>		
9/19/18	Case managers will have monthly PLT meetings with their teams to review group and individual plans. Case managers will document their Kid Talk PLT dates on the Kid Talk spreadsheet.	Complete 06/30/2019	Belinda McCusker	06/30/2019	
Notes: Meeting minutes will serve to monitor fidelity of implementation.					
9/19/18	3-5 Teachers will implement the All Block with fidelity as measured by learning rounds, walk-through data and teacher survey data.	Complete 12/02/2019	Matthew Robinson	01/01/2020	
Notes:					
9/19/18	K-2 teachers will implement Letterland instruction with fidelity as measured by learning rounds, walk-through data and teacher surveys.	Complete 12/02/2019	Katie Nance	01/01/2020	
Notes:					
9/30/20	The Intervention Team will create a process for identifying students needing behavior plans and will explain the process to their respective teammates as evidenced by Intervention Team notes and PLT notes. Two PL opportunities will be provided with follow-up by June 2021 with the Intervention Team as the key process manager.		Megan Brazeau	06/30/2021	
Notes:					

9/30/20	Teachers will be provided professional development in the area of Prevent, Teach, Reinforce. Evidence of completion will be found in the SCE Professional Development Plan. One PL with follow up planned to be completed by June 2022 with Megan Brazeau as the key process manager.		Megan Brazeau	06/30/2022
<i>Notes:</i>				
9/19/18	Professional Learning on analyzing EWS data and creating group and individual plans in ECAT will be provided to whole staff so that teachers are able to create and monitor their own plans. This action step will be evidenced by the Sanford Creek Professional Development Plan for 2020-2021 and 2021-2022.		Megan Brazeau	06/30/2022
<i>Notes:</i>				
9/19/18	Regular classroom teachers will collaborate with support staff quarterly. Evidence of completion will be captured in the Collaboration Spreadsheet.		Matthew Robinson	06/30/2022
<i>Notes:</i>				
7/30/19	Case managers will have monthly PLT meetings with their teams to review group and individual plans. Case managers will document their Kid Talk PLT dates on the Kid Talk spreadsheet.		Megan Brazeau	06/30/2022
<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
<b>Initial Assessment:</b>			<p>We are currently at limited development for A4.06. While we have 'good communication' among adult stakeholders and recognize the importance of healthy classroom communities, we have varying levels of teacher knowledge centered on social/emotional competencies. Our school guidance counselor offers supports and social and emotional education for students through guidance lessons and social skills groups. Teachers will develop their understanding of social/emotional competencies through professional development offered by school guidance counselor and county, so that all students benefit.</p> <p>In an effort to grow social/emotional competencies in all, Sanford Creek began implementing the Positivity Project schoolwide during the 2019-2020 school year. Additionally, professional learning has been provided to staff on growth mindset.</p> <p>2020-2021 (Positivity Project not purchased for this school year) Sanford Creek continues professional development around Social Emotional Learning through staff meetings and book studies.</p>	Limited Development 08/14/2018		
<b>How it will look when fully met:</b>			Full implementation of Indicator 4.06 looks like: Strong relationships between staff and families; classroom cultures are welcoming and pleasant; consistent school-wide understanding and implementation of PBIS behavior matrix with very few minor and major behavior referrals; a Character Education program or targeted social-emotional lesson plans being implemented school-wide; PD on Social/Emotional development for all adults in the building. Additionally, students and staff feel like school is a safe and positive place to learn and teach as shown on Student and Teacher surveys, MTSS and documentation for behavior/written behavior plans, systems of care/wraparound services are in place and staff and families know how to access these services.		Tammy Garland	06/30/2022
<b>Actions</b>				0 of 2 (0%)		
	11/10/20	Teachers will deliver SEL instruction using the Positivity Project daily. Evidence of action step completion will be found in teacher survey data. Maggie Carlisi will serve as the key process manager with full implementation set for June 30, 2021.			Maggie Carlisi	06/30/2021
Notes:						

7/30/19	Teachers will receive training in Social and Emotional Learning (SEL) and will work to embed SEL components within daily lessons based on needs of the class. Evidence of action step completion will be seen in teacher lesson plans and Kelly Taylor will serve as the key process manager. Full implementation expected by June 30, 2022.		Kelly Taylor	06/30/2022
Notes:				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			For this indicator, most data is fairly old and obsolete given the current status of school. The most current data we have is in response to the Remote Learning Survey and perceptions of how helpful staff members were during the spring transition to remote learning. 82.5 % of parents found our school's administration to be extremely or very helpful in keeping them informed during remote learning and 2.5% felt they were not helpful at all or not so helpful. There is a need for more current information about the perceptions of parents and their ability to help their students at home (2017-18) and in remote learning.	Limited Development 08/14/2018		
<i>How it will look when fully met:</i>			Full implementation of E1.06 includes creating a partnership school at Sanford Creek Elementary where there is two-way, and even three-way communication among teachers, parents and students. Parents feel as though they are partners with the school in growing their child socially, emotionally, and cognitively. This partnership looks like: frequent family nights/family days where parents engage in learning activities with their child to 'see into' a day at school; frequent communication through an assortment of avenues like email, phone calls, texts, voice messages and face-to-face informal and formal (conference) meetings; frequent sharing of materials with families of ways to help their child at home; parent education courses; shared leadership on School Improvement and PTA. This also looks like teachers having knowledge of cultural sensitivity, able to connect with any parent no matter the culture.		Leigh Anne Dillistin	06/30/2022
<i>Actions</i>				0 of 1 (0%)		
	9/30/20		The CORE Team will create and launch a parent survey to collect current data from parents to determine their need when wanting to support their students at home, both in remote and face-to-face instruction by December 22 and will begin addressing needs during January 2021 as evidenced by survey results with Leigh Anne Dillistin as the key process manager.		Leigh Anne Dillistin	12/22/2020
<i>Notes:</i>						