

Comprehensive Progress Report

Mission:

Perquimans County Schools, in partnership with home and community, will educate all students in a safe and nurturing environment to thrive in a global society.

Goals:

Every student in the Perquimans County Schools (PCS) graduates from high school prepared for work, further education and citizenship.

Every student has a personalized education.

The Perquimans County School District has up-to-date financial, business, and technology systems to serve parents and educators.

Every student, every day has excellent educators.

Every student is healthy, safe, and responsible.

The Perquimans County School District works with elected officials to promote economic development.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2017-2018, we currently have an active PBIS Committee. We offer various incentives and strategies to support teachers and students. Students are recognized for positive behavior with Turtle Bucks (class), Turtle Shells (individual), Caught Being Good daily drawing, lunch with Dean, Class of the Week, Class of the Month, and monthly Turtle Main Events. The PBIS Sub-committee targets at-risk students to implement counseling, small groups, and mentoring. We use a program called Sanford Harmony (free kit) to teach positive behavior, character traits, etc as well as skits at PBIS Main Event, Character Ed monthly breakout, and character trait of the month. PBIS expectations are reviewed daily on Turtle TV. The Sanford Harmony program is accessible for all teachers and teacher assistants. Each classroom has rules and the PBIS matrix posted. The PBIS matrix is posted elsewhere in the school (cafeteria, hallways, restrooms, etc.) as well as on buses. Classrooms have individual classroom management models.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		Students will routinely follow classroom and school rules to maximize instructional time and strengthen a positive school climate. Evidence will be shown through Educators Handbook and academic performance data.		Ginny Ambrose	10/30/2017
Action(s)	Created Date		0 of 3 (0%)		
1	9/13/17	Tier II Interventions - PBIS subcommittee meets weekly to review teacher concerns, counselor referrals, and behavior referrals to implement Tier II interventions or coaching where needed.		Ginny Ambrose	06/01/2018
		<i>Notes:</i> PBIS subcommittee counsels and coaches students and reports back weekly on progress made.			
2	9/13/17	PBIS training for students and staff will be conducted through Turtle TV, PLC weekly share, and PBIS Minute at Staff meeting.		Ginny Ambrose	06/01/2018
		<i>Notes:</i> Turtle TV will be a weekly training for students (reviewing Matrix). PLC and Staff meeting trainings will be for staff. PLC meets weekly and staff meetings are monthly.			
3	9/13/17	Peer Observations - Teachers identified by administration as needing support in classroom management will conduct peer observations on a buddy teacher specifically focusing on classroom management and procedures.		Ginny Ambrose	06/01/2018

Notes: Teachers conducting observations will be conducted as needed or as instructed by administration.

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>		All grade levels have pacing guides that include ELA, Math, Social Studies, and Science. Standards and activities are included in the pacing guides; however, they have not been updated regularly. Common assessments are used on a limited basis. We do not have clear unit plans by subject area.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				

Notes:

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>		In 2017-2018, teachers have a general understanding of MTSS; however, specific procedures are not in place to address students at different tiers. We have an MTSS representative on the district team. MTSS meetings have been scheduled on the school-wide calendar. Implementation of MTSS was inconsistent last year. Paperwork has been developed in previous years but must be updated. Tier 2 Interventions are not consistent; however, an intervention time has been built into the master schedule.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		MTSS framework is fully implemented to ensure that student needs are met according to their levels through effective core instruction, as well as supplemental and Intensive interventions sbsed academic, behavior and social/emotional needs. Evidence will be shown through academic performance data and MTSS documentation.		Dani White	06/12/2020
Action(s)	Created Date		0 of 3 (0%)		
1	10/11/17	School MTSS representative will participate in MTSS cohort training and will share training with School Leadership Team, Individual Problem Solving Teams, and school staff.		Dani White	06/08/2018
<i>Notes:</i> MTSS training will be embedded in PLCs, SIT meetings, and Staff Meetings as needed.					
2	10/11/17	Individual Problem Solving Meetings will be held to address needs of students who require intensive interventions.		Dani White	06/08/2018
<i>Notes:</i> Two Individual Problem Solving Teams have been identified. Monthly meetings have been scheduled. The school MTSS coordinator has developed a procedure for facilitating the meetings. Students will be identified at grade level PLCs.					
3	10/11/17	Grade Level PLCs will review data weekly at PLCs to identify academically at-risk students and provide standard protocol for interventions.		Dani White	06/08/2018

Notes: PLCs will use data from Reading 3D, iReady, and Ready assessments to identify students in need of interventions. Intervention schedules will be developed to support student needs. Lead Teacher will coordinate interventions and train staff to assist. Classroom teachers will progress monitor students every two weeks to determine effectiveness of interventions.

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>		We implemented a Universal Screener for behavior for all students last year focused on the 4 PBIS rules in the spring and fall. Groups were formed based on results and were served by the guidance counselor. The Sanford Harmony program has lessons focused on different emotions that were implemented as needed. PBIS Subcommittee also addressed needs of at-risk students to identify interventions. We have a district Crisis Plan to address traumatic events. We have a full time guidance counselor and a district school psychologist available as needed for professional development and small groups. We also have access to a district social worker.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently host a 2nd/3rd grade Transition night for parents and students. We will be doing staggered entry for Kindergarten to ease the transition. Kindergarten teachers visited HeadStart to strengthen transitions. Summer Packets were given to all students to help prepare them for the next grade and reduce summer slide. Child Care Training sessions have been held in the past to help providers understand needs for Kindergarten Readiness and are scheduled for this year.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district uses a Deliverology team that meets with the administrative team once a quarter to review data and provide support.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
Notes:					
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>		Currently the SIT team is scheduled to meet one time a month. All members were elected from representative school groups.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
Notes:					
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>		Staff has been provided with a Connect Schedule, Duty Schedule, Committee Schedule, PLC Schedule with coverage provided. A Master Schedule for instructional time is created. All certified staff are members of decision-making committees. Teacher Assistant meetings are also scheduled. The Faculty and Staff Handbook outlines procedures and responsibilities. Teachers have a Connect class scheduled everyday for PLC or planning.	Full Implementation 08/22/2017		

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 administrative team at Perquimans Central School is new in their roles; however, they have established procedures for monitoring curriculum and classroom instruction. Administration will be active participants in PLC and will conduct regular walkthroughs to provide instructional support.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Data is collected on a quarterly basis; however, there have been concerns with accuracy of data regarding developmentally appropriate assessments. We currently use KEA, K-2 Math Assessment, Lucy Calkins rubrics, and Reading 3D for assessment.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					

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>		We currently use the NCEES system to evaluate staff. Teachers are recruited through Job Fairs and postings on Teacher Match. Staff members are included in interviews as needed. We highlight Certified and Classified Employees of the Month and Teacher of the Year. Both are voted on by peers.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					

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>		Last year (2016-2017) we hosted an EC Night, Family/Community Night and Ag Night. Quarterly conferences were held with parents. Summer Reading Packets were sent home with all students. Family Learning Events have been scheduled this year (2017-2018). We currently communicate with parents through weekly Turtle e-Tales, School Messenger Calls, teacher newsletters, Facebook/Twitter, and communication apps such as Remind 101 and Class Dojo.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		Parents are highly engaged in their child's education, and they are informed about their child's progress and strategies to help them be successful in school. Evidence will be shown through parent communication logs and agenda/sign in sheets from Family Learning Events.		Megan Clayton	06/08/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/11/17	Weekly letters will be sent home with the Ready Math Program to help educate parents about math topics and ways parents can help students at home.		Megan Clayton	06/08/2018

<p><i>Notes:</i> Weekly letters are included in the Ready Practice and Problem Solving book. They will be torn out and sent in green communication folders on Mondays.</p>					
2	10/11/17	Family Learning Booths will be set up at each grade level performance to provide activities and strategies for ways parents can support their children's learning at home.		Megan Clayton	06/08/2018
<p><i>Notes:</i> Second Grade Performance - December 14th 1st Grade Performance - March 13th Pre-K Performance - June 1st Kindergarten Performance - June 6th</p>					
3	10/11/17	Grade level Lunch and Learn programs will be held once a semester to provide strategies to parents that they can do at home to support their children's learning.		Megan Clayton	06/08/2018
<p><i>Notes:</i> Tentative Dates: December 13, 14, 19 February 27, 28, March 1</p>					