

Comprehensive Progress Report

Mission:

Pitt County will ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st Century.

Northwest Elementary School will build a foundation and provide equitable opportunities for all students to become empathetic, responsible citizens, who are able to set personal goals and are capable of overcoming complex challenges in order to reach their full potential.

**Inspired Learners + Creative Thinkers =
Empowered Leaders**

Vision:

Goals:

Northwest Elementary will implement the PLC process in their schools with fidelity and move to pre-initiating to sustaining on the implementation continuum.

Northwest Elementary will increase school proficiency by 5 to 8 percentage points by providing differentiation, supplemental and intensive instruction where needed.

Northwest Elementary will reduce suspensions and student time out of class by 20% through utilization of PBIS and district safety procedures.

By the conclusion of the 20-21 school year, all student subgroups at Northwest Elementary will experience a 20% increase in proficiency and will either meet or exceed growth.

By the conclusion of the 2019-2020 school year, at least 75% of Northwest families will be involved in at least one school-related activity during the school year.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Weekly grade level PLCs Vertical/ subject PLCs 2x/mth FTs & CTs 2x/mth meetings on problems of practice for ELA & math Mastery rubrics to measure student progress 	Limited Development 08/14/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented: <ul style="list-style-type: none"> All grade-levels and departments will rate themselves as "sustaining" on the PLC continuum PLC process meetings will be facilitated at least twice a month to support student growth and proficiency Community of Practice teams will continue to meet at least twice a month to reflect on current practice, analyze data and implement increasingly honed math and vocabulary strategies 	Objective Met 12/11/20	Bethanie Harman	06/09/2021
Actions					
10/29/18	Strengthen PLCs school by promoting school based professional development and formative assessments. Pre Work Implementation: Processes and Systems Creating a Data Culture Creating Common Formative Assessments		Complete 06/25/2019	Sara English	06/21/2019
<i>Notes:</i>					
10/29/18	Revisit and revise PLCs training for teachers to include data analysis and effective interventions.		Complete 06/25/2019	Sara English	06/21/2019
<i>Notes:</i>					
10/29/18	Incorporate MTSS strategies to enhance core instruction to meet the needs of struggling learners, with support from the District MTSS team.		Complete 06/25/2019	Bernetta Moore	06/21/2019
<i>Notes:</i>					

10/29/18	A member of the admin team will attend all weekly PLCs to provide additional support to the teachers.	Complete 06/25/2019	Sara English, Bethanie Harman	06/09/2021
<i>Notes:</i>				
Implementation:		12/11/2020		
Evidence	12/07/2020 - PLC Agendas, Minutes, Artifacts, PLC Facilitator Training in August 2020			
Experience	12/07/2020 - School Improvement Team reviewed this indicator. All grade-level and department teams have begun effectively implementing the PLC process, centered around four-guiding questions.			
Sustainability	12/07/2020 - Continued support and professional development to further hone and solidify the PLC processes, schoolwide, to reach the "sustaining" level of PLC implementation.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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
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Initial Assessment:

All grade levels are providing intervention:
Small group instruction for tier 2 interventions.
IC & Counselor provides progress monitoring support and data check-ins.
PST meetings 1x/mth including classroom teachers, school psychologist, IC, school social worker & admin.
Daily SEL check-ins in K-5 classes (both virtual and F2F)
Addition of behavior coach role to support students' behavioral and social/emotional needs
Inaugural year of participation in the NC Resilience Project
Participation in SEL universal screener for all students through Panorama Education.
All third, fourth, and fifth-grade teachers have been AVID trained; one second-grade teacher is AVID certified
AVID district coach position supported by NWE restart budget flexibility

Limited Development
11/25/2019

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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>A Multi-Tiered System of Supports will be in place to support <i>all</i> learners in the areas of academics, behavior, and social/emotional learning. When fully met:</p> <ul style="list-style-type: none"> the core academic instruction at NWE will be measured as effective (80% or higher student proficiency on grade-level academic standards and growth measures). This will be measured by EOG assessments for 3rd-5th grade and iReady diagnostic assessments in Kindergarten - 2nd grade. the percentage of students receiving tier 2 supports will be between 10 and 15% of the total student enrollment the percentage of students receiving tier 3 supports will be between 5 and 10% of the total student enrollment <p>Resources for support include:</p> <ul style="list-style-type: none"> campus leadership district curriculum and SEL supports district instructional coaches school psychologist NC Resilience Project campus coach behavior coach position school counselor Positivity Project resources Master schedule that allows for intervention and morning meeting instructional support materials - iReady Teacher Toolbox, Teacher Created Materials intervention kits Go Grow Coach Instructional Coach Remediation Tutor Staff Tiered Intervention Coordinator Title I Position 			Bernetta Moore	06/09/2023
Actions			10 of 12 (83%)		
11/25/19	K-5 intervention specialists in math and reading.		Complete 05/21/2021	Sara English	05/27/2021
	<i>Notes:</i> Intervention specialists will provide targeted small group instruction in reading and math with emphasis on grade level proficiency and growth.				

12/11/20	Extended Community of Practice teams focusing on strengthening core (tier 1) instruction in the areas of math problem-solving (1st through 5th-grade staff representation) and academic vocabulary (kindergarten through 5th-grade staff representation)	Complete 06/03/2021	Nicole Telson	06/03/2021
	<i>Notes:</i> District, grant-supported Community of Practice teams usually include 5 members. Using Restart Budget flexibility, NWE has extended these teams to include additional members to ensure vertical alignment across grade-levels.			
12/11/20	Restart Budget flexibilities will be utilized to secure additional teaching positions to reduce class sizes	Complete 08/10/2020	Sara English	06/04/2021
	<i>Notes:</i>			
6/8/21	Northwest will support a district-level AVID coach through utilization of school budget monies	Complete 06/04/2021	Sara English	06/04/2021
	<i>Notes:</i>			
12/6/20	Daily SEL check-ins for all students (virtual and F2F)	Complete 06/04/2021	Bernetta Moore	06/04/2021
	<i>Notes:</i>			
12/6/20	Panorama SEL Screening Instrument administered to student body with follow-up support for students who flag as having a need	Complete 06/04/2021	Bernetta Moore	06/04/2021
	<i>Notes:</i> BOY and EOY screener was administered to students at NWE			
12/6/20	Problem Solving Team will convene to provide support for classroom teachers with developing tier 2 and tier 3 intervention and progress monitoring plans	Complete 06/04/2021	Bernetta Moore	06/04/2021
	<i>Notes:</i>			
12/6/20	NC Resilience Project coach will provide professional development and support for strategies to build resilience in students and staff	Complete 06/04/2021	Lashonda May	06/04/2021
	<i>Notes:</i>			
12/6/20	Students will receive behavior support through class visits, small-group mentoring supports, behavior contracts, Check-in/Check-out processes and In-School-Suspension	Complete 06/04/2021	Arthur Morrissey	06/04/2021
	<i>Notes:</i>			
12/6/20	100% of certified teaching staff will participate in professional development and support from the NC Resilience Project coach	Complete 06/04/2021	Lashonda May	06/10/2021
	<i>Notes:</i>			
6/8/21	100% of certified teaching staff will be AVID certified		Jessica Avery	06/02/2023
	<i>Notes:</i>			

6/8/21	Tiered Intervention Coordinator Title I Position created, hired, and implemented during the 21-22 and 22-23 school years. This position will work with school administration and certified staff to build capacity with implementation of effective tiered interventions as part of MTSS>		Sara English	06/10/2023
<i>Notes:</i>				
Implementation:		06/08/2020		
Evidence	6/8/2020			
Experience	6/8/2020			
Sustainability	6/8/2020			

	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>			<p>Positivity Project implemented daily in scheduled morning meeting time.</p> <p>Reconnect for Resilience training for about half of our staff within the past 2 school years.</p> <p>Student support groups implemented by school counselor and campus behavior coach.</p> <p>Class dojo implemented as school-wide positive behavior reinforcement and parent communication tool.</p> <p>Inaugural year as a member of the NC Resilience Project</p>	Limited Development 11/25/2019		
<i>How it will look when fully met:</i>			<p>When fully implemented:</p> <ul style="list-style-type: none"> • suspensions (both ISS and OSS) will be reduced by 20% • school staff will employ strategies learned via participation in Reconnect for Resilience and the NC Resilience Project to build positive relationships and respond in a manner that builds resilience for all students • classroom teachers will seek the support of behavior coach and school counselor for additional interventions and support when students indicate or demonstrate a need • Behavior coach and school counselor will provide weekly small-group support for students in need of tier 2 interventions for behavior and/or SEL • Positivity Project will be implemented in morning meetings to build familiarity with character strengths and the importance of kindness and respect for others • Staff-wide book study on effective classroom discipline strategies 		Bernetta Moore	06/03/2022
Actions				5 of 7 (71%)		
		12/6/20	Schoolwide book study of Hacking School Discipline	Complete 06/04/2021	Lashonda May	03/01/2021

<i>Notes:</i>				
12/6/20	Positivity Project implemented through morning meetings for all students	Complete 05/28/2021	Sara English	05/31/2021
<i>Notes:</i>				
12/6/20	Behavior coach and school counselor will meet with small groups of students to provide tier 2 SEL/behavioral interventions	Complete 06/04/2021	Arthur Morrisey	06/04/2021
<i>Notes:</i>				
12/6/20	School behavior coach will support teachers and students with in-class behavioral coaching, cool down periods when needed, and in-school-suspension when assigned by school administration	Complete 06/04/2021	Arthur Morrisey	06/04/2021
<i>Notes:</i>				
12/6/20	NC Resilience Project participation and professional development for 100% of certified staff and 60% of classified staff	Complete 06/01/2021	Lashonda May	06/10/2021
<i>Notes:</i>				
6/8/21	School staff will participate in equity training to learn strategies to provide equitable support for student academic and social/emotional needs.		Sara English	12/15/2021
<i>Notes:</i>				
6/8/21	Tiered Intervention Coordinator will collaborate with school counselor, school behavior coach, school nurse, school social worker, administration, and teaching staff to support student emotional needs.		Sara English	06/03/2022
<i>Notes:</i> While support from Tiered Intervention Coordinator will be utilized on an as-needed basis, formal support will take place twice monthly at Problem Solving Team meetings				

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>	<p>Vertical math 1st-5th Community of Practice team focusing on math problem-solving strategies.</p> <p>Vertical K-5 Community of Practice team focusing on instructional strategies to improve student knowledge of academic vocabulary.</p> <p>During the last week of school, a grade-level to grade-level Moving Up transition day will be facilitated. Students will take an in-house field trip to meet the teachers in the next grade-level and hear about what it's like to be in that grade-level.</p> <p>An organized field trip takes place every year for 5th graders to visit middle schools that we feed into. PreK visits kindergarten at the end of the year to familiarize upcoming students with processes and teachers.</p> <p>BOY curriculum nights are in place for parents to become familiar with grade-level transitions.</p>	Limited Development 09/25/2017			
<i>How it will look when fully met:</i>	<p>There will be consistency through all grade levels. PLC minutes, updated/current data walls, vertical planning minutes, provides evidence.</p> <p>Teachers have some familiarity with most students in the school. We will see an increase in reading and math proficiency scores as a result of vertical planning in all grade levels.</p> <p>Step-up days and middle school visits will promote an easier transition to the next grade level for students and parents.</p>		Lashonda May	06/03/2022	
Actions			2 of 4 (50%)		
1/22/18	Implement a plan for level to level transitions for PK-K and 5th to 6th.	Complete 06/04/2021	Queshonda Brown	06/03/2021	

Notes: Northwest Elementary School
 Transition Plan
 Moving Up Day for all grade-levels in May or June of 2021
 The teachers collaborate to set a date for the students the lower grade-level to tag along" with the students in the next grade-level for a portion of the school day.
 For our exceptional students, transition meetings are held with our EC teachers (Ms. Jones, Ms. Roche, and Mrs. McMahon). At these meetings, the IEP goals and service delivery times are reviewed. The best placement for the student is also decided and any recommended changes that are submitted and approved by the team are made.
 5th Grade Introduction to Middle School Our guidance counselor (Mrs. Sutton) collaborates with the 5th-grade teachers, and also the guidance counselor from Wellcome Middle School to set a date for the students to visit the middle school. The fifth-grade students are bused down to the middle school accompanied by the counselor, their teachers, and chaperones to tour the school and meet the principal. During this visit, the new principal reviews rules and expectations for the upcoming school year. Students also have an opportunity to meet the assistant principal as well as some staff members.

10/22/18	For our EC students transition meetings will be held with the regular ed teacher, the EC teacher, and the district support staff as needed.	Complete 06/08/2021	Jakita Wilkins	06/21/2021
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Notes: This applies to PreK to kindergarten and 5th to 6th.

12/11/20	STEM Lead Teacher will work with grade-level teams to establish a vertical articulation continuum that defines what STEM and Computer Science skills NWE students will master by the time they transition out of our student body in fifth-grade		Fritz Robinett	06/03/2022
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Notes: The STEM Lead Teacher position is funded through the Restart Budget flexibility. This is a 12-month, Teacher-Leader position.

6/8/21	AVID Site team will support vertical alignment of the implementation of AVID to support student transition from grade to grade and level to level		Sara English	06/03/2022
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Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Monitoring instruction in school				
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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
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Initial Assessment:	<p>Class visits and lesson plan feedback is provided daily.</p> <p>Class visits feedback highlights grows and glows in a google form that is immediately available to the classroom teachers.</p> <p>School leadership team (principal, IC, AP) regularly review results of class visits for school-wide trends.</p>	Full Implementation 01/06/2020		
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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
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<p>Initial Assessment:</p>	<p>Recruiting:</p> <p>District supports job fairs and principals traveling to out of county job fairs. District and schools partner with international teaching organizations to recruit teachers from other countries to teach in PCS. Informal recruiting by current personnel utilizing professional networks to recruit staff based on positive work environment. A formal interview process including model lesson was implemented in the 18-19 school year and continues as part of school level recruiting practices.</p> <p>Evaluating:</p> <p>School and district staff utilize the NC teacher evaluation process.</p> <p>Rewarding:</p> <p>All staff receives 3% salary supplement for restart model. Informal recognition at school level with staff.</p> <p>Replacing:</p> <p>In school year 2017-2018 entire staff re-interviewed for their positions for the 2018-2019 school year based on school restart plan and needs. As part of this process, 5 staff members were replaced. Based on staff strengths and student needs, internal staff changes were made.</p>	<p>Limited Development 01/06/2020</p>		
	<p>Priority Score: 3 Opportunity Score: 1</p>	<p>Index Score: 3</p>		
<p>How it will look when fully met:</p>	<p>Rewarding:</p> <p>State and school district policies need to reflect national teacher salaries and monetary rewards. Retention bonus should be implemented for teachers with Master's degrees, EC teachers, and for hard to staff schools. Budget should include a pay increase or bonus for teacher assistants/classified staff.</p> <p>When fully implemented, teacher turnover rate will be less than 10% each year.</p>	<p>Objective Met 06/09/21</p>	<p>Sara English</p>	<p>06/04/2021</p>
<p>Actions</p>				
<p>1/6/20</p>	<p>Ms. English will continue to advocate for creative use of school restart funds and district money.</p>	<p>Complete 06/16/2020</p>	<p>Sara English</p>	<p>06/30/2020</p>

<i>Notes:</i>				
12/6/20	School leadership will continue to evaluate school staff by established state and local protocols	Complete 06/08/2021	Sara English	05/15/2021
<i>Notes:</i>				
12/11/20	Through the Restart Budget Flexibilities, the certified staff at NWE will receive a 3% bonus, above and beyond the local supplement to the NC Certified Employee Payscales	Complete 06/04/2021	Sara English	06/04/2021
<i>Notes:</i> Paid with monthly paycheck				
6/9/21	NWE school leadership will participate in career fairs around the state to support recruitment efforts of both NWE and PCS	Complete 06/04/2021	Sara English	06/04/2021
<i>Notes:</i>				
12/6/20	School leadership will continue to provide formal and informal recognition to staff	Complete 06/10/2021	Sara English	06/10/2021
<i>Notes:</i>				
Implementation:		06/09/2021		
Evidence	6/16/2020 - Mrs. English has worked with district leadership to approve an additional teaching position for NWE. We will also continue the 3% supplement provided to NWE teachers as part of the Restart plan.			
Experience	6/8/2020			
Sustainability	6/8/2020			

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
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Initial Assessment:

2020:

- Open house BOY
- Curriculum night in Sept PreK to 5th
- Canvas 101
- Trunk or Treat Oct
- Progress reports sent home
- Facebook page updates
- Class dojo daily announcements & used to connect with parents.
- Agendas and weekly communication folders
- Weekly connect phone calls
- School website
- Canvas & seesaw announcements
- Virtual Instructional design through canvas & seesaw
- Actively contacting parents with purpose of engaging virtual learners
- STEM family night April 2021
- Resources taken home to support at home curriculum (take home kits, manipulatives, devices, calculators, etc.)
- Daily office hours
- S'mores newsletter

Limited Development
10/31/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Completion of Title I Parent Nights, including three specific sessions on curriculum with parents. Additional materials will be distributed to parents to use at home. Monthly parent newsletters are developed and sent home. Monthly Parent Advisory meetings are also held.</p> <p>2018: There will be an increase in parent communication and feedback through the use of various tools that will help increase student attendance at school, student achievement, and social/emotional growth. There will also be an increase of parent involvement and attendance in school events due to these strategies.</p> <p>2020: With parent support, at least 80% of students engaged in attempting and submitting grade-level assignments via either F2F submission or virtual submission.</p>			Bernetta Moore	06/07/2022
Actions			3 of 6 (50%)		
11/28/16	Title I Curriculum Nights		Complete 09/17/2020	Haley Longest	06/02/2021
	<i>Notes:</i> Curriculum Night in September of 2020				
10/22/18	Title 1 nights		Complete 06/04/2021	Haley Longest	06/04/2021
	<i>Notes:</i> August - Meet the Teacher September - Curriculum Night October - Title I Reading Night/Trunk or Treat				
10/22/18	Awards Day		Complete 06/07/2021	Gwendolyn Barnes	06/04/2021
	<i>Notes:</i> Students will be recognized for academic and character achievements.				
12/11/20	Utilize results of Fall PCS Parent Climate Survey to set an overall goal			Sara English	03/01/2022

<i>Notes:</i>			
6/8/21	AVID Family nights		Tameka Thomas-Mills 06/03/2022
<i>Notes:</i>			
10/22/18	Informal family events		Sara English 06/03/2022
<i>Notes:</i>			
Implementation:			
Evidence	6/12/2017 Sample of Calendar sent home and Parent Advisory Agenda.		
Experience	6/12/2017 Parent Involvement is always an area in which we can improve on. The Title I nights and Parent Advisory Meetings are a hit-or-miss with parents. We listened to them and changed the times and still did not have a good turn-out. Communication sent home is the easiest along with Connect-5 phone calls.		
Sustainability	6/12/2017 Pairing Title I meetings with school events is key. Parent conferences with the school dance was effective.		