

Comprehensive Progress Report

Mission:

Our mission is to build a solid academic foundation in a safe and caring environment.

Vision:

Gamewell Elementary School aspires to prepare our students to be educationally competitive and to become self-sufficient citizens of the 21st century.

Goals:

By June 2021, Gamewell Elementary will increase our overall reading proficiency by 5% from 45% to 50%.

By June 2021, Gamewell Elementary will increase our overall math proficiency by 5% from 44.23% to 49.23%.

By June 2021, Gamewell Elementary will increase our overall science proficiency by 5% from 68.4% to 73.4%.



Activity in the last 1 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning

A3.01

Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

**Implementation
Status**

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>Gamewell Elementary rebounded from a D to a C performance grade in the 2018-2019 school year. The low performing designation was removed.</p> <p>In 2017-2018, Gamewell Elementary was designated as a low performing school by the North Carolina State Board of Education. Although our school met expected growth, we received a D performance grade in the 2017-2018 school year. The school uses the MTSS process to identify learning gaps in core instruction. The leadership team has also identified students whose classroom performance and assessment results indicate that they are not performing at the same level as their peers in reading and/or math. The team analyzes data to determine the effectiveness of interventions in order to prevent significant learning gaps in the future. Consistency is a concern. Different expectations and implementation of interventions between classes, grade levels, and schools.</p>	<p>Limited Development 09/21/2018</p>		
<p>How it will look when fully met:</p>	<p>This indicator will be fully implemented when student performance data is disaggregated by subgroups and classroom observation and walkthrough data are analyzed to show patterns of professional practice. The Leadership Team will use these data sources to plan professional development and to drive decision making about school improvement. Documentation of students' progress on these interventions will be kept by the tutors and shared with teachers, the instructional facilitator, and administration. Tutors will conduct pre- and post-assessments to monitor progress and confirm growth. Tutors will also track weekly attendance for all of their students participating in tutoring to ensure students are receiving instruction on a consistent basis. Administration will also track weekly attendance for tutors and conduct weekly fidelity checks through classroom observations and walkthroughs.</p>		<p>Adrienne Dula</p>	<p>06/30/2021</p>
<p>Actions</p>		<p>20 of 24 (83%)</p>		
<p>9/21/18</p>	<p>Create a master schedule that includes designated times for interventions and enrichment in addition to core instruction</p>	<p>Complete 12/31/2018</p>	<p>Tracey Harris</p>	<p>12/31/2018</p>
<p><i>Notes:</i></p>				

9/21/18	Employ tutors that will facilitate research-based interventions and enrichment aligned to the skill	Complete 12/31/2018	Adrienne Dula	12/31/2018
<i>Notes:</i>				
1/15/19	Create Special Educational Referral Checklist	Complete 12/31/2018	Sarabeth Metzger	01/31/2019
<i>Notes:</i>				
5/10/19	Complete MTSS Online Module 1.1: Establish Readiness and Sustainability for School Teams	Complete 03/31/2019	Adrienne Dula	03/31/2019
<i>Notes:</i>				
5/10/19	Provide substitutes for Kindergarten Teachers to conduct transition activities with students at local child care centers.	Complete 05/30/2019	Trisha Sigmon	05/30/2019
<i>Notes:</i>				
11/9/18	Provide EC Teachers with a substitute for a planning day	Complete 05/10/2019	Adrienne Dula	06/10/2019
<i>Notes:</i> EC teachers will use this time to analyse student data, track progress toward goals, and plan instruction. Teachers will develop individual education plans and adapt materials, lessons, and activities that are developmentally appropriate for their students.				
11/9/18	Provide Special Area Teachers with a substitute for a collaborative planning day	Complete 02/28/2019	Adrienne Dula	06/10/2019
<i>Notes:</i> Special Area Teachers will collaborate to plan an integrated and interdisciplinary unit of study for each grade level. Units will integrate a variety of content areas and support acquisition of core content skills.				
11/9/18	Provide Grade Level Teams with substitutes for a collaborative planning day	Complete 05/10/2019	Adrienne Dula	06/10/2019
<i>Notes:</i> Teachers will collaborate to analyze student data and plan core instruction. Teachers will collaborate with administration and instructional specialists to update MTSS paperwork, identify student needs, and plan interventions.				
11/9/18	Provide a collection of animated ebooks (fiction and non-fiction) for grades Kindergarten through 5th grade to reinforce literacy skills, model fluency, and build vocabulary	Complete 06/07/2019	Allison Brown	06/30/2019
<i>Notes:</i>				
11/9/18	Increase the media center collection of fiction and non-fiction books at a range of reading levels for Kindergarten through 5th grade	Complete 06/07/2019	Allison Brown	06/30/2019
<i>Notes:</i>				
9/21/18	Invite EC Resource teachers to Tier 2 and Tier 3 MTSS Meetings	Complete 06/07/2019	Beth Hicks	06/30/2019
<i>Notes:</i>				

9/21/18	Invite School Psychologist to participate in Tier 2 and Tier 3 MTSS meetings.	Complete 06/07/2019	Lucy Cook	06/30/2019
<i>Notes:</i>				
11/9/18	Provide online math tool for grades Kindergarten through 5th grade to reinforce core instruction and provide repetition and practice	Complete 06/07/2019	Adrienne Dula	06/30/2019
<i>Notes:</i>				
5/10/19	Complete MTSS Online Module 1.2: Define Essential Elements of Core Support for School Teams	Complete 06/14/2019	Adrienne Dula	06/30/2019
<i>Notes:</i>				
1/28/19	Provide researched-based, supplementary, literacy instructional material designed for small group interventions	Complete 06/07/2019	Trisha Sigmon	06/30/2019
<i>Notes:</i>				
10/3/19	Employ tutors that will facilitate research-based interventions and enrichment aligned to the skill	Complete 11/04/2019	Adrienne Dula	12/31/2019
<i>Notes:</i>				
10/3/19	Provide online math tool for grades Kindergarten through 5th grade to reinforce core instruction and provide repetition and practice	Complete 11/15/2019	Adrienne Dula	06/30/2020
<i>Notes:</i>				
5/10/19	Provide Grade Level Teams with substitutes for a collaborative planning day	Complete 06/10/2020	Adrienne Dula	06/30/2020
<i>Notes:</i>				
10/3/19	Provide Grade Level Teams with substitutes for MTSS Meetings	Complete 06/10/2020	Adrienne Dula	06/30/2020
<i>Notes:</i>				
6/10/20	Create Kindergarten Screening Schedule to accommodate COVID-19 pandemic requirements.	Complete 08/14/2020	Natalie Mackey	08/31/2020
<i>Notes:</i>				
6/10/20	Provide Grade Level Teams with substitutes for a collaborative planning day		Adrienne Dula	06/30/2021
<i>Notes:</i>				
10/20/20	Increase the media center collection of fiction and non-fiction books at a range of reading levels for Kindergarten through 5th grade		Allison Brown	06/30/2021
<i>Notes:</i>				
10/20/20	Provide researched-based, supplementary, literacy instructional material designed for small group interventions		Natalie Mackey	06/30/2021

Notes:

10/20/20 Provide researched-based, supplementary, math instructional material designed for small group interventions

Melissa Wiant

06/30/2021

Notes:

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Facilities and technology

	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

When North Carolina schools were ordered to close in March 2020 due to the coronavirus, teachers and students abruptly transitioned to remote learning. Although teachers have participated in technology training over the years, they have demonstrated different levels of digital competence. As we reopen school, we recognize that instruction has been redefined and instructional technology will take a more prominent role. We recognize the need to provide professional learning opportunities, resources, and support to help teachers and teachers transition to this new way of learning.

Limited Development
10/20/2020

How it will look when fully met:

This indicator will be fully implemented when there is consistently a mix of traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path. Implementation will results in positive incomes and increased opportunities for socialization with digital learning.

Adrienne Dula

06/30/2022

Actions 0 of 5 (0%)

10/20/20 Provide online math tools for grades Kindergarten through 5th grade to reinforce core instruction, provide repetition and practice, in class and during remote learning

Adrienne Dula

06/30/2021

Notes:

10/20/20 Provide online literacy tools for grades Kindergarten through 5th grade to reinforce core instruction, provide repetition and practice, in class and during remote learning

Adrienne Dula

06/30/2021

Notes:

10/20/20 Provide professional development opportunities on remote learning

Allison Brown

06/30/2022

Notes:

10/20/20 Provide remote learning opportunities to enhance in-class instruction during remote learning days

Tracey Harris

06/30/2022

Notes:

10/20/20 Increase technology device inventory (Chromebooks, tablets, etc.)

Adrienne Dula

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>		Planners Class Dojo Student Success Letter Conferences Webpages Family Reading/Math Nights PTO Class Newsletters Remind Blackboard Connect	Limited Development 09/07/2016		
<i>How it will look when fully met:</i>		<p>This indicator will be fully implemented when the communication between school and home is consistent in assisting all parents to fully engage in the learning of their children. Communication efforts will increase the parents' knowledge of their children's progress in school and their personal growth.</p> <p>Task 1: Our goal is to improve regular communication with parents/guardians focusing on the importance of curriculum and home support. Our goal is to achieve 100% participation for fall conferences via telephone conference or face to face meeting. To increase conference participation we will select a conference week and then advise parents of the conferences via Blackboard Connect, school website, newsletters, Class Dojo, Remind App., School Planners, and School Sign. Task 2: Improve parent/guardian communication focusing on the importance of curriculum and home support. Our current participation in fall Family Reading Night is approximately 30%. Our goal is to increase our Reading Night Participation to 50%. To encourage participation we will hold Family Reading Night in conjunction with the Book Fair and distribute book vouchers to be used to purchase books.</p> <p>Sign-in sheets will serve as evidence of parent-teacher conferences and attendance at parent events.</p>		Tracey Harris	06/30/2022
Actions			18 of 23 (78%)		
	10/20/20	Host Drive Thru Open House for families	Complete 08/13/2020	Adrienne Dula	08/17/2020
<i>Notes:</i>					

10/20/20 Host Fall Parent Conference

Tracey Harris

11/30/2020

Notes: