

Comprehensive Progress Report

Mission: Through relationships with children, families, and the community, we will provide a safe, nurturing and positive environment where everyone is loved, valued, and successful and where every person strives to meet high expectations. Our purpose is to inspire a passion for lifelong learning in an ever-changing society.

Vision:

Goals:

Alter the text and click the update link on the left



! = Past Due Actions

KEY = Key Indicator

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
	SE01	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.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff members are in the process of learning and understanding the impact of Social/Emotional Learning on our students and ways that we can support student growth in that domain.	Limited Development 10/16/2017		
How it will look when fully met:		Staff will be fully aware of how Social/Emotional issues can impact student learning. Based on research, students academic learning will improve when social/emotional issues are prioritized. Students will be more self aware of their emotions. Students will show more meaningful engagement because of strong rapport with staff.		Jill Fletcher	05/31/2018
Action(s)	Created Date		3 of 8 (38%)		
1	10/16/17	Every staff member received a copy of Seed Digging by Shawna Burns over the summer and were expected to read for professional development discussion on first day of Back to School training.	Complete 08/07/2017	Jill Fletcher	08/07/2017
Notes:					
2	10/16/17	Professional Development for staff	Complete 10/10/2017	Amanda Cross	08/07/2017

Notes: Professional Development was provided by the counselor over the Seed Digging book during back-to-school training. Scenarios of actual student situations were discussed. A skit was performed to show how social/emotional issues can effect students at school. October 10, 2017 Brian Faught, a motivational speaker came to the faculty meeting to discuss "Just Do the Right Thing" and point in time interventions to redirect student behavior.

3	10/16/17	Character education and core values incorporated with pro-social behaviors addressed each morning over the intercom through morning announcements and are student led.		Carol Skiba	05/31/2018
<p><i>Notes:</i> Students are reminded of Just Do the Right Thing principles over the intercom each morning. Students are also recognized for earning Superhero Status over the intercom. They are nominated by staff when they are caught exhibiting pro-social behaviors. The student is recognized by name and by what they did to be nominated. The student then signs the Superhero wall after announcements and a postcard is sent to parents to inform them of the nomination.</p>					
4	12/4/17	Wall of Honor (Wall Display) Students are nominated monthly. Their nomination forms are displayed on the Wall of Honor for the month.		Amanda Cross	05/28/2018
<p><i>Notes:</i> Every month students from each class are nominated for going above and beyond and displaying one of the just do the right thing principles. Students celebrate with a party. Parents are invited. Parents can read their nominations that are displayed on the wall of honor.</p>					
5	12/4/17	Students sign the Superhero Wall (wall display) when they earn Superhero Status		Carol Skiba	05/28/2018
<p><i>Notes:</i> Students are nominated for any pro social behavior observed by teachers or staff. Students are recognized over the intercom during morning announcements for their good deed, a postcard is sent home to parents, students sign the Superhero Wall. Their picture is taken and put on social media for earning Superhero Status</p>					
6	12/4/17	Incentive Award Assembly		Carol Skiba	05/28/2018
<p><i>Notes:</i> Students are nominated for academic and character awards. Their names are called during a school-wide assembly. They receive icons that represent their earned award to clip on backpacks.</p>					
7	1/29/18	Starfish Students are paired with faculty mentors to connect with them and provide social/emotional support for them.		Amanda Cross	05/18/2018
<p><i>Notes:</i> Students are identified as children with social/emotional issues and nominated to be a Starfish Student. Members of the faculty choose a student they wish to mentor throughout the year. The mentors connect with the child throughout the year.</p>					

8	3/14/18	Parent/Teacher conferences were strategically planned to have an administrator or counselor attend each conference for students struggling with social/emotional issues.	Complete 03/15/2018	Jill Fletcher	03/15/2018
<p><i>Notes:</i> Ms. Fletcher, Mrs. Skiba and Mrs. Cross went through teacher conference schedules to strategically plan for an administrator or counselor to attend conferences for students who are struggling with behavior or academic issues related to social/emotional learning. Administrators also attended conferences to give positive reports to parents whose children have made gains.</p>					