

Comprehensive Progress Report

Mission:

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Billingsville-Cotswold Elementary School strives for students to become lifelong learners by actively pursuing academic and social competence in a multi-cultural environment. Students are encouraged to be risk-takers and inquirers who develop understanding, tolerance, respect, and appreciation of diverse traditions and beliefs.

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

Vision:

School: The vision of Billingsville-Cotswold School is to provide “the education every child deserves.” We embrace the diversity of our student body and strive to help our children to be open-minded and accepting of other’s beliefs, traditions, and heritage. Our curriculum is designed to help our students become self-directed learners, quality producers, collaborative workers, and community contributors. We strive to challenge all students to develop academic competence, strong character, and social skills that will enable them to be successful anywhere in the world.

Goals:

Provide a duty-free lunch period for every teacher on a daily basis.

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and - 301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

By the end of the 2018-2019 school year, we will decrease the number of office referrals to no more 50 (excluding bus referrals). (Indicators: A1.07, C2.01)
Caring Schools

By the end of the 2018-2019 school year, 56% of the students in grades 3 through 5 will be college and career ready proficient in reading as measured by the EOG. (Indicators: A2.04, A4.01)

By the end of the 2018-2019 school year, 62% of the students in grades 3 through 5 will be college and career ready proficient in math as measured by the EOG. (Indicators: A2.04, A4.01)

By the end of the 2018-2019 school year, 70% of the students in grade 5 will be college and career ready proficient in science as measured by the EOG. (Indicators: A2.04, A4.01)



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
Initial Assessment:			Currently, teachers have been instructed to utilize class Dojo and a positive reward system for positive behaviors. Also, the teachers have been asked to use a behavioral flowchart. Students are recognized for displaying the traits of the IB Learner Profile.	Limited Development 09/25/2018		
How it will look when fully met:			-100% of teachers will consistently utilize Dojo for student positive reinforcement and feedback will be shared with parents. -Connect classroom teachers will identify 1 student per week using the traits of the IB Learner Profile with the IMIB award to promote positive behavior. -Classroom teachers will identify one student per week as the PAW IB student of the week using Dojo and the IB Learner Profile to promote positive behavior. -100% of the teachers will follow the behavioral flowchart. -85% of teachers will report on the Insight Survey that "school leaders will promote a safe and productive learning environment in my school." -There will be no more than 50 referrals school-wide. (Excluding bus referrals)		Kurt Fruendt	06/15/2019
Actions				2 of 4 (50%)		
	9/25/18	All teachers will utilize classroom Dojo as a positive reward system.		Complete 11/15/2018	Dianne Burke	10/30/2018
Notes:						
	9/25/18	Mrs. Houston will hold class Dojo training in order to train staff on how to effectively implement class Dojo in their classroom.		Complete 11/15/2018	Sharina Hourston	10/31/2018
Notes:						
	9/25/18	Mr. Clawson will track support calls from teachers regarding their classroom and student needs.			Tavious Clawson	01/31/2019
Notes:						
	10/15/18	The staff will ensure the implementation of the school-wide behavior model, and that is consistently followed by all staff daily, through the reinforcement of positively setting classroom rules/procedures.			Rodrick Robinson	02/01/2019
Notes:						

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>			The instructional team plans literacy/integrated studies and math weekly during two 90-minute blocks for each grade level PLC. Curriculum and instruction are based on the NCSCOS.	Limited Development 09/25/2018		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> -100% of teachers will actively participate in weekly PLC meetings by presenting their assigned subject content. -100% of teachers will follow the set norms of the grade level PLC during their set planning time. -100% of the teachers will use a data tracker for their homeroom students to monitor their progress with the standard aligned-units of study. -The administrative team will conduct weekly informal walkthroughs and will provide feedback on alignment, rigor, and grade level consistency. 		Carla Haughton	06/15/2019
<i>Actions</i>				2 of 3 (67%)		
	9/25/18	Teachers will meet as a PLC weekly during the 90-minute planning block to discuss standards alignment and create activities that align with the new standards for quality instruction.		Complete 10/16/2018	Arikka Stevens	10/17/2018
<i>Notes:</i>						
	9/25/18	Grade level PLC teams will consistently follow set norms for the 90 minute PLC weekly meetings.		Complete 10/18/2018	Tonya Pointer	10/18/2018
<i>Notes:</i>						
	9/25/18	Teachers will consistently bring their data tracker for their homeroom students to the 90 minute PLC meetings to discuss and reflect their students progress toward standards mastery.			Carla Haughton	02/15/2019
<i>Notes:</i>						
<i>Implementation:</i>				09/27/2019		

<i>Evidence</i>	2/26/2019			
<i>Experience</i>	2/26/2019			
<i>Sustainability</i>	2/26/2019			

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
Initial Assessment:			All teachers implement whole group, standards-based lessons as part of our Tier 1 (Core) curriculum. In addition to the Core curriculum, all teachers create additional and differentiated plans for flexible groups based on student data (EOG, Map, Reading 3D, informal/formal assessments). The MTSS system is also utilized to address students who need additional or alternative instruction and/or supports in Tier 2 (Supplemental) and Tier 3 (Intensive) to promote academic growth and development.	Limited Development 09/25/2018		
How it will look when fully met:			When this indicator is fully met, the school will have systems in place to follow our schools' data-driven instructional process including data analysis and differentiated instructional plans that meet the needs of all learners. All students will make academic gains 56% proficient in reading and 62% in math as measured by their End of Grade test. Students will be monitored regularly using the MTSS platform through progress monitoring using measurable strategies by classroom teachers and support staff.		Arikka Stevens	06/15/2019
Actions				1 of 3 (33%)		
		10/15/18	Teachers will differentiate insturction to meet the needs of all students of each sub group.	Complete 01/14/2019	Tara Bowers	01/15/2019
Notes:						

10/15/18			Small groups will be pulled out of class for Cougar's Den daily for extensive support.		Tonya Pointer	03/15/2019
Notes:						
10/2/18			Grade level PLC teams will meet and discuss students on supplementary and intensive plans bi-monthly at their data meetings to review progress.		Tara Bowers	06/15/2019
Notes:						
!	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>			Counselors will support teachers with one on one meetings to discuss social-emotional learning strategies to help student emotional well being, and provide research-based interventions on an on a needed basis.	Limited Development 09/25/2018		
<i>How it will look when fully met:</i>			-100% of the teachers will conduct class meetings daily. -The school social worker, counselor, and other support staff will provide social and emotional skills to small groups of students as needed. -Staff will ensure that a Child's Place and Communities in School are alerted to families in need to help them process with their emotional well being.		Tara Bowers	06/15/2019
Actions				2 of 3 (67%)		
9/25/18			Teachers will hold a daily morning meeting with the entire class to foster relationships and support emotional well being.	Complete 11/26/2018	Tara Bowers	11/30/2018
Notes:						
9/25/18			Ms. Bowers will utilize the support data tracker to create social-emotional small groups.	Complete 11/27/2018	Tara Bowers	11/30/2018
Notes:						
9/25/18			Mrs. Dunnaville will create a flow chart for the staff to utilize to determine who they should contact when a family is in need.		Buffy Dunnaville	12/15/2018
Notes:						

!	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
Initial Assessment:			The MTSS team will meet weekly to discuss these plans & make adjustments as needed. Open House and school tours are conducted throughout the year for new and prospective students and families. Transition meetings are held with feeder middle schools so students and parents may select courses for the following school year.	Limited Development 09/25/2018		
How it will look when fully met:			100% of teachers will complete profile cards at the end of the school year. Transition/Open Houses are scheduled throughout the school year to inform the community about the school and what the school has to offer especially our IB magnet program. Also, the school counselors from Cotswold work with the middle school feeders to create a schedule for students and parents to tour the school before the new school year. This school year we will work with Billingsville to generate a transition day for the second graders to transition to Cotswold for the next school year to come and tour, so they are ready for a successful year.		Kurt Fruendt	06/15/2019
Actions				0 of 1 (0%)		
	10/2/18	Ms. Bowers will work with Ms. Nesbit to coordinate a transition day the second graders currently at Billingsville to tour Cotswold to get ready for third grade.			Tara Bowers	06/10/2019
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
Initial Assessment:			School Leadership Team (SLT) meetings are planned monthly and alternate between both campuses.	Limited Development 09/25/2018		
How it will look when fully met:			The Title I department in CMS in collaboration with the Learning Community Superintendent and Executive Directors to schedule and set agendas for individual meetings with principals of focus and priority and schools. Title I office will attend one SLT meeting monthly as a member of the SLT. SLT will also review and monitor the success of the school's implementation of the set action steps for each indicator. The school's leadership team provides an active review of the set goals, indicators and actions steps. Changes are made by the team as needed.		Rashida Morgan	05/28/2019
Actions				0 of 1 (0%)		
10/2/18		The SLT will review the key indicators monthly with fidelity and make changes to the plan as needed.			Alicia Hash	06/15/2019
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>			The leadership team currently meets as needed to review procedures, policy, data, allotments, budgets, community involvement, and personnel.	Limited Development 10/02/2018		
<i>How it will look when fully met:</i>			When the indicator is fully met the leadership team will offer strong leadership, help ensure instruction of the highest quality to help set goals, and trajectories to support student success. The school leadership team will regularly look at school performance data and aggregated classroom observation and should use this data to decide on professional development needs the school leadership team should help guide the work that school-level instructional teams do to develop and refine units of instruction and to review student learning data. The school leadership team will meet bi-monthly.		Kurt Freundt	06/19/2020
<i>Actions</i>				0 of 1 (0%)		
	10/2/18		The school leadership team will meet bi-monthly to discuss school personnel, budget, data, goals, procedures, policy, and community.		Alicia Hash	10/15/2019
<i>Notes:</i>						

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>			Teachers are provided with 90-minute planning blocks for math and literacy/integrated studies. Grade level teams established norms, created team agendas, and maintain a calendar for assessment and data analysis. Facilitators develop agendas for each planning block. Also, PLCs have designated specific teachers to plan each content area for Tier 1 (Core) lessons. These plans are developed collaboratively and shared via the OnCourse digital lesson planning tool used by the school.	Limited Development 09/25/2018		
<i>How it will look when fully met:</i>			Grade level PLC will 100% come prepared and followed set norms during the planning time. The teams will follow the set agenda as prepared by the facilitators. Teachers will also have set plans that are accessible through Oncourse and posted by 8 AM Monday.		Carla Haughton	06/15/2019
Actions				0 of 1 (0%)		
	10/2/18	The leadership team will assess teacher's lesson plans and provide feedback through the Oncourse platform.			Arikka Stevens	11/30/2019
<i>Notes:</i>						

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
Initial Assessment:			The leadership team has created a schedule for weekly informal walkthroughs to ensure teaching is aligned to the NCSCOS. Teachers will receive prompt feedback through a walkthrough form created in Google. The data from these walkthroughs are available for all members of the leadership team to review.	Limited Development 09/25/2018		
How it will look when fully met:			When the indicator is full implemented administration will give feedback regularly and explain what was looked for vs. what observed within 48hrs. The administration will provide a walkthrough tool that will indicate what was looked for in the classroom. Teachers will be able to increase academic performance based on the data supplied by the administration. Students academic test scores will also increase due to the change of quality instruction within their classroom. We will see this increase with the projected proficiency scores for the EOG in reading with a 56%, 62% in math, and a 70% in science.		Carla Haughton	06/15/2019
Actions				0 of 2 (0%)		
10/2/18			The leadership team will develop an informal walkthrough form that is aligned with the NCSCOS to help coach and develop school leaders.		Samantha Meyers	10/31/2019
Notes:						
10/2/18			The leadership team will conduct calibration walkthroughs to ensure feedback is effective and consistent.		Samantha Meyers	11/30/2019
Notes:						

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
Initial Assessment:			Data days will be once a month during the planning period to review data and move students accordingly based on their needs. Early release days provide time for staff to participate in professional development based on school performance data and aggregated classroom observation data.	Limited Development 09/25/2018		
How it will look when fully met:			District staff supports individual school principal with the process of analyzing student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision making. The district accountability team transforms raw data into useful and meaningful information to help support decision making at the school and district level. A portal servers a gateway for information, as it pertains to the district goals. Highly differentiated, school-specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. The Learning Community Superintendent and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly.		Carla Haughton	03/22/2019
Actions				0 of 2 (0%)		
	10/2/18	Administration and facilitators will monitor and observe instruction to provide feedback to assist in planning differentiated professional development.			Kurt Fruendt	02/22/2019
Notes:						
	10/2/18	The school will consistently schedule ghost and learning walks during literacy and math to see evidence of best practices and areas of growth to plan for differentiated professional development.			Kurt Fruendt	02/22/2019
Notes:						

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
Initial Assessment:			The Mentor for New Teachers supports teachers who are in their first-, second-, and third-year of teaching. These beginning teachers attend monthly Professional Development meetings. They also are invited to a “New Teacher Topics (NIT) Celebration” on April 30, 2019. Recruitment strategies include branding materials, interview processes, etc. School incentives for teachers include jean days, Social committee, etc. help reward and retain teachers.	Limited Development 09/25/2018		
How it will look when fully met:			When fully implemented this objective is met when new teachers are completely proficient on their NC Teacher Evaluation Tool. This goal is also measured through formal and informal observations along with data from new teacher support programs. This year we have partnered with UNCC New Teacher mentor program to provide additional support to a specific group of teachers on both campuses. Also, the CMS career fair is attended each year by administration and teachers to build capacity within the schools to hire experienced candidates within the districts.		Kurt Fruendt	05/31/2019
Actions				0 of 1 (0%)		
10/2/18			Ms. Bruke the New Teacher Mentor will hold monthly meetings and professional development to help retain new teachers.		Burke	06/15/2019
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
Initial Assessment:			<p>A PTA curriculum night was held on 9/11/18 and is scheduled for two other dates. So far 80% of students have returned their “Learning Compacts,” which are signed by parents, students, and teachers. School Leadership Team (SLT) meetings are planned monthly and alternate between both campuses. Parent-Teacher Conferences (PTC) are scheduled for October and November with October 31 being a Teacher Workday slated for PTC.</p> <p>Teachers also communicate with parents through monthly calendars and newsletters which informs them of what units students are working on, gives tips on how parents can assist at home, and advises them of upcoming dates. A Facebook page titled, “28211 Neighbors for Education” keeps stakeholders apprised of current events regarding our school as well as another Facebook page titled, “Rising K Billingsville/Cotswold” that provides engagement opportunities for kindergarten students and their families.</p>	Limited Development 09/25/2018		
How it will look when fully met:			When this indicator is fully met our school will hold two curriculum nights, teachers will send home monthly newsletters, monthly parent coffee chats, quarterly assemblies related to IB to celebrated student success. Agendas will include two-way communication, and a student-led conference will take place. 90% of all compacts will be collected.		Debra Grimm	06/15/2019
Actions				0 of 1 (0%)		
		10/2/18	The parent compact forms will be distributed and collected at a 90% retention rate.		Diane Burke	11/15/2019
Notes:						