

Comprehensive Progress Report

Mission:

The Mission of Hertford Grammar School is to partner with families and community to inspire and motivate each student to achieve his/her academic and personal excellence.

Goals:

- All students who enter a grade level proficient will end the school year proficient as measured by the End of Grade Test.
- All students will show academic growth in math and reading as measured by the End of Grade Test.



! = 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>		We have identified this indicator as limited development due to the number of new staff to the teaching field and to our school. We are in need of ALL teachers employing effective classroom management procedures and expectations.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>		With full implementation, we will see an Increase in student academic performance and a decrease in office referrals. Evidence will be shown through Educators Handbook and student performance data.		Darlene Gray	01/19/2018
Action(s)	Created Date		0 of 2 (0%)		
1	9/27/17	Provide individual professional development in the area of classroom and behavior management to teachers in need of improvement. Identification of teachers in need will be provided by administration using discipline and observation data. Follow up professional development will be provided and fidelity checks will be conducted to ensure effective implementation of concepts learned.		Trisha Brickhouse	11/21/2017

Notes:

2	9/27/17	Provide teachers in need of support with a peer mentor that is effectively managing their classroom. Mentors will share effective strategies, model, observe, and provide feedback.		Jeannette Sorey	10/30/2017
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		We have introduced the multi-tiered system and provided information on how to identify students needs within each tier. We need more resources for all subjects for Tiers 2 and 3.	Limited Development 05/19/2016		
<i>How it will look when fully met:</i>		With full implementation, the school will have a systematic method of analyzing student data, classroom instruction, and student progress. The school will have a "toolbox" of evidence based interventions to provide students. The school will have a team in place to monitor student progress and interventions.		Corrie Kemp	06/08/2018
Action(s)			Created Date		
			2 of 3 (67%)		
1	11/3/16	Compile a list of evidence-based interventions for Tier 2 and Tier 3 interventions.		Trisha Brickhouse	06/08/2018
<i>Notes:</i> Collaborate with the District MTSS Coordinator and MTSS Implementation Team. District office representatives will meet with Dean of Students to share research-based resources. Mrs. Brickhouse will complete module 2 MTSS training which focuses on Tier 2 and Tier 3 supplemental interventions.					
2	11/3/16	Create a school Individual Student Problem Solving Team.	Complete 11/16/2016	Trisha Brickhouse	11/20/2017
<i>Notes:</i> The Individual Student Problem Solving Team has been established and consists of Principal, Dean of Students, EC Teacher, and School Counselor.					
3	11/3/16	Documentation of Administrative Walk Throughs during WIN time.	Complete 04/11/2017	Trisha Brickhouse	01/20/2017
<i>Notes:</i> Using the Eleot to perform walkthroughs. Twice a week per grade level in each content area.					

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>		Some of our teachers need professional development in this area as well as additional resources for counseling. We do not have consistent partnerships with community organizations to support student needs.	Limited Development 05/19/2016		
<i>How it will look when fully met:</i>		Teachers recognize students emotional state and obtains support for student from school and community stakeholders.		Tiffany Roberts	06/08/2018
Action(s)	Created Date		1 of 2 (50%)		
1	11/3/16	Professional Development on social and emotional awareness and interventions.	Complete 04/24/2017	Trisha Brickhouse	06/09/2017
<i>Notes:</i>		<p>Mrs. Fuller has begun to research indicators, resources, and precursors that would help support students. She has also had collegial conversations with the School Counselor to begin the process.</p> <p>1/30/17 Mrs. Ray, Mrs. Jordan and Mrs. Nixon are developing a plan to provide Professional Development for teachers in the area of social and emotional needs.</p> <p>4/24/17 Mrs. Ray, Mrs. Jordan and Mrs. Nixon partnered community resource personnel to provide session 3 professional development for teachers with the available resources for students with social and emotional needs.</p>			
2	11/3/16	Develop intentional partnerships with community and family stakeholders to provide support that will meet student needs.		Jason Griffin	06/09/2017
<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 have a 2nd-3rd Grade Transition Night once a year in the evening. We also participate in the 5th-6th Transition Day at the Middle School.	Limited Development 10/11/2017		
<i>How it will look when fully met:</i>		In full implementation, all 2nd grade and 5th-grade students will be provided the opportunity to participate in a successful transition event during the school day. All parents of rising 3rd graders and rising 6th graders will be provided an opportunity to participate in a successful transition night. Evidence will be provided through event advertisement, participation data, and student/parent surveys.		Rebecca Bass	02/28/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/11/17	Develop a plan that will support rising 3rd grade students in the transition from Perquimans Central School to Hertford Grammar School. This plan would include a day and night event to support transition for both students and parents.		Trisha Brickhouse	02/28/2018
<i>Notes:</i>					
2	10/11/17	Partner with Middle School Staff to develop a plan that will support the transition for students and parents from Hertford Grammar School to the Middle School.		Nancy Rountree	02/28/2018
<i>Notes:</i>					

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Facilities and technology

KEY	D2.02	ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some of our teachers have set up student accounts for their students using Seesaw, an online student-driven portfolio to display their work for parents to view.	Limited Development 10/11/2017		
<i>How it will look when fully met:</i>		In full implementation, all students at HGS will have an active digital portfolio set up in Seesaw to showcase their work for parental viewing.		Nancy Rountree	12/20/2017
Action(s)	Created Date		0 of 1 (0%)		
1	10/11/17	Provide professional development for the teachers on how to use, implement, and monitor Seesaw student accounts.		Corrie Kemp	11/30/2017

Notes: We will partner with the District Digital Coach to provide professional development to the teachers during their planning time.