

## Comprehensive Progress Report

**Mission:** Perquimans County Schools, in partnership with home and community, will educate all students in a safe and nurturing environment to thrive in a global society.

**Vision:**

**Goals:**

Every student in the Perquimans County Schools (PCS) graduates from high school prepared for work, further education and citizenship.

Every student has a personalized education.

The Perquimans County School District has up-to-date financial, business, and technology systems to serve parents and educators.

Every student, every day has excellent educators.

Every student is healthy, safe, and responsible.

The Perquimans County School District works with elected officials to promote economic development.



! = Past Due Objectives

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>		In 2017-2018, we currently have an active PBIS Committee. We offer various incentives and strategies to support teachers and students. Students are recognized for positive behavior with Turtle Bucks (class), Turtle Shells (individual), Caught Being Good daily drawing, lunch with Dean, Class of the Week, Class of the Month, and monthly Turtle Main Events. The PBIS Sub-committee targets at-risk students to implement counseling, small groups, and mentoring. We use a program called Sanford Harmony (free kit) to teach positive behavior, character traits, etc as well as skits at PBIS Main Event, Character Ed monthly breakout, and character trait of the month. PBIS expectations are reviewed daily on Turtle TV. The Sanford Harmony program is accessible for all	Limited Development 08/22/2017			

	teachers and teacher assistants. Each classroom has rules and the PBIS matrix posted. The PBIS matrix is posted elsewhere in the school (cafeteria, hallways, restrooms, etc.) as well as on buses. Classrooms have individual classroom management models.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	Students will routinely follow classroom and school rules to maximize instructional time and strengthen a positive school climate. Evidence will be shown through Educators Handbook and academic performance data.		<b>Ginny Ambrose</b>	<b>06/07/2019</b>
<b>Actions</b>		<b>3 of 6 (50%)</b>		
9/13/17	Tier II Interventions - PBIS subcommittee meets weekly to review teacher concerns, counselor referrals, and behavior referrals to implement Tier II interventions or coaching where needed.	Complete 06/01/2018	Ginny Ambrose	06/01/2018
	<i>Notes:</i> PBIS subcommittee counsels and coaches students and reports back weekly on progress made.			
9/13/17	PBIS training for students and staff will be conducted through Turtle TV, PLC weekly share, and PBIS Minute at Staff meeting.	Complete 06/01/2018	Ginny Ambrose	06/01/2018
	<i>Notes:</i> Turtle TV will be a weekly training for students (reviewing Matrix). PLC and Staff meeting trainings will be for staff. PLC meets weekly and staff meetings are monthly.			
9/13/17	Peer Observations - Teachers identified by administration as needing support in classroom management will conduct peer observations on a buddy teacher specifically focusing on classroom management and procedures.	Complete 06/01/2018	Ginny Ambrose	06/01/2018
	<i>Notes:</i> Teachers conducting observations will be conducted as needed or as instructed by administration.			
9/28/18	Refresh PBIS for teachers and train new teachers during PLCs.		Ginny Ambrose	11/01/2018
	<i>Notes:</i> Refresher at October Staff meeting. Meet with BTs separately to give a more intense training.			
9/28/18	80% of PBIS Connect team members will have training in all 3 PBIS modules.		Ginny Ambrose	06/07/2019
	<i>Notes:</i> Training will be completed through NCEES modules.			
9/28/18	Tier III interventions - 2 or 3 evidence based interventions and data to improve outcome for students Clearly define Tier 2 and Tier 3 interventions and how data is collected.		Ginny Ambrose	06/07/2019

Notes: The PBIS team will work to identify and complete Tier 2 and Tier 3 interventions.

<b>Implementation:</b>		09/04/2018		
<b>Evidence</b>	9/4/2018 PBIS meeting agendas, Staff meeting and PLC minutes, Turtle TV recordings			
<b>Experience</b>	9/4/2018 The PBIS team has worked diligently this year to improve the program and engage staff and students in observing and recognizing positive behavior. The PBIS team has implemented a Check In/Check Out system to use for Tier II and III students as an intervention. We have encouraged and provided time for teachers to conduct learning walks in classrooms of successful teacher leaders. The PBIS team has presented information at staff meetings and PLCs as well as daily reminders of the school rules on Turtle TV.			
<b>Sustainability</b>	9/4/2018 Continue work that has begun to recognize students and staff for positive behavior as well as providing interventions for Tier II and III students, using the Check In/Check Out system. We will provide time for teachers to conduct learning walks to observe teacher leaders in their classrooms.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		In 2017-2018, teachers have a general understanding of MTSS; however, specific procedures are not in place to address students at different tiers. We have an MTSS representative on the district team. MTSS meetings have been scheduled on the school-wide calendar. Implementation of MTSS was inconsistent last year. Paperwork has been developed in previous years but must be updated. Tier 2 Interventions are not consistent; however, an intervention time has been built into the master schedule.	Limited Development 08/22/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<b>How it will look when fully met:</b>	MTSS framework is fully implemented to ensure that student needs are met according to their levels through effective core instruction, as well as supplemental and Intensive interventions sbased academic, behavior and social/emotional needs. Evidence will be shown through academic performance data and MTSS documentation.		<b>Dani White</b>	<b>06/12/2020</b>
<b>Actions</b>		<b>3 of 5 (60%)</b>		
10/11/17	School MTSS representative will participate in MTSS cohort training and will share training with School Leadership Team, Individual Problem Solving Teams, and school staff.	Complete 06/08/2018	Dani White	06/08/2018
<i>Notes:</i> MTSS training will be embedded in PLCs, SIT meetings, and Staff Meetings as needed.				
10/11/17	Individual Problem Solving Meetings will be held to address needs of students who require intensive interventions.	Complete 06/08/2018	Dani White	06/08/2018
<i>Notes:</i> Two Individual Problem Solving Teams have been identified. Monthly meetings have been scheduled. The school MTSS coordinator has developed a procedure for facilitating the meetings. Students will be identified at grade level PLCs.				
10/11/17	Grade Level PLCs will review data weekly at PLCs to identify academically at-risk students and provide standard protocol for interventions.	Complete 06/08/2018	Dani White	06/08/2018
<i>Notes:</i> PLCs will use data from Reading 3D, iReady, and Ready assessments to identify students in need of interventions. Intervention schedules will be developed to support student needs. Lead Teacher will coordinate interventions and train staff to assist. Classroom teachers will progress monitor students every two weeks to determine effectiveness of interventions.				
9/28/18	Individual Problem Solving Meetings will be held to address needs of students who require tier three intensive interventions based on data collected from teachers regarding tier two intervention progress.		Dani White	06/07/2019
<i>Notes:</i> Two Individual Problem Solving Teams have been identified. Monthly meetings have been scheduled. The school MTSS coordinator has developed a procedure for facilitating the meetings. Students who are not progressing with tier two interventions according to progress monitoring data will be identified at grade level PLCs.				
9/28/18	Grade Level PLCs will review data weekly at PLCs to identify academically at-risk students and provide standard protocol for tier two interventions.		Dani White	06/07/2019
<i>Notes:</i> PLCs will use data from KEA, Reading 3D, iReady, and Ready assessments to identifv students in need of tier two interventions.				

Intervention schedules will be developed to support student needs. Lead Teacher will coordinate interventions and train staff to assist. Classroom teachers will progress monitor students every two weeks to determine effectiveness of tier two interventions.

<b>Implementation:</b>			09/04/2018		
<i>Evidence</i>		9/4/2018			
<i>Experience</i>		9/4/2018			
<i>Sustainability</i>		9/4/2018			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We implemented a Universal Screener for behavior for all students last year focused on the 4 PBIS rules in the spring and fall. Groups were formed based on results and were served by the guidance counselor. The Sanford Harmony program has lessons focused on different emotions that were implemented as needed. PBIS Subcommittee also addressed needs of at-risk students to identify interventions. We have a district Crisis Plan to address traumatic events. We have a full time guidance counselor and a district school psychologist available as needed for professional development and small groups. We also have access to a district social worker.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		Staff has been trained to address social/emotional needs. Students have strategies for managing social/emotional needs. Sanford-Harmony is fully implemented. PBIS Tier 2 and Tier 3 interventions are taking place.		<b>Freda Bonner</b>	<b>06/07/2019</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/1/18	Staff will be trained in using the Sanford-Harmony program and has access to all materials. Follow-up conversations will happen at grade level PLCs.		Freda Bonner	06/07/2019
	<i>Notes:</i> Training modules have been sent to teachers. Teachers will complete online training modules individually. Training should be completely by end of October and PLC follow-up will occur in November and March/April.				
	10/1/18	SIT representative will be attending the Trauma Sensitive Schools training in November. Representative will share information at the		Ellen Silva	12/31/2018

	staff meeting in December.			
	<i>Notes:</i> Mrs. Silva will be attending the training at the EC Conference.			
10/1/18	Implement Universal Behavior Screener during the October staff meeting. PBIS team will use data to develop, implement, and meet with groups for counselor and PBIS Tier 2 and Tier 3 intervention.		Connie Ashley	06/07/2019
	<i>Notes:</i>			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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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>		Last year (2016-2017) we hosted an EC Night, Family/Community Night and Ag Night. Quarterly conferences were held with parents. Summer Reading Packets were sent home with all students. Family Learning Events have been scheduled this year (2017-2018). We currently communicate with parents through weekly Turtle e-Tales, School Messenger Calls, teacher newsletters, Facebook/Twitter, and communication apps such as Remind 101 and Class Dojo.	Limited Development 08/22/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Parents are highly engaged in their child's education, and they are informed about their child's progress and strategies to help them be successful in school. Evidence will be shown through parent communication logs and agenda/sign in sheets from Family Learning Events.		<b>Megan Clayton</b>	<b>06/07/2019</b>
<b>Actions</b>			<b>3 of 5 (60%)</b>		
10/11/17		Weekly letters will be sent home with the Ready Math Program to help educate parents about math topics and ways parents can help students at home.	Complete 06/08/2018	Megan Clayton	06/08/2018
		<i>Notes:</i> Weekly letters are included in the Ready Practice and Problem Solving book. They will be torn out and sent in green communication folders on Mondays.			
10/11/17		Family Learning Booths will be set up at each grade level performance to provide activities and strategies for ways parents can support their children's learning at home.	Complete 06/08/2018	Megan Clayton	06/08/2018

*Notes:* Second Grade Performance - December 14th  
 1st Grade Performance - March 13th  
 Pre-K Performance - June 1st  
 Kindergarten Performance - June 6th

10/11/17	Grade level Lunch and Learn programs will be held once a semester to provide strategies to parents that they can do at home to support their children's learning.	Complete 06/08/2018	Megan Clayton	06/08/2018
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*Notes:* Tentative Dates:  
 December 13, 14, 19  
 February 27, 28, March 1

10/1/18	Grade specific parent activities will be planned during daytime hours to provide parents with strategies to help their children be more successful.		Megan Clayton	02/28/2019
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*Notes:* Freda Bonner is helping with the PreK parent activities.

10/1/18	Nighttime school-wide activities will be planned for parent involvement.		Megan Clayton	06/07/2019
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*Notes:* Trunk or Treat, Parent Preview Night, STEM night, grade level performances, Males Night Out, Ag Night, Family Literacy Night, Mom's Night Out.

<b>Implementation:</b>		09/04/2018		
<b>Evidence</b>	9/4/2018			
<b>Experience</b>	9/4/2018			
<b>Sustainability</b>	9/4/2018			