

Performance Goals

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.

- Hertford Grammar School will ensure that our students demonstrate a years' worth of growth by meeting or exceeding growth with a positive growth index, as measured by EVAAS data.

2016-17	Met = -1.6	2017-18	Met = -1.81
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- Hertford Grammar School will support the professional growth staff and have 100% staff member meet or exceed growth during the 2018 – 19 school year.

2016-17	83.3%	2017-18	Waiting
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- Each grade level cohort of students will maintain their math proficiency percentage from one school year to the next. (No Summer School)

Math	17-18	18-19	Difference
3 rd	68.4	70%	1.6%
4 th	71.8	68%	-
5 th	53.5	72%	-

- Each grade level cohort of students will increase their ELA proficiency percentage by at least 2% from one school year to the next.

ELA	17-18	18-19	Difference
3 rd	58.1	60%	1.9%
4 th	57.7	60%	1.9%
5 th	52.4	60%	2.3%

- Hertford Grammar School will be able to recruit and retain an elite staff. HGS will have no more than 1 classroom teacher choose to leave our school to teach in another district.

- HGS will decrease the number of office referrals by 3% resulting in less than 235 office referrals during the 2018 – 2019 school year.

2017-18	243 Referrals	2018-19 Goal	235 Referrals
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“Learning Today, Leading Tomorrow”

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.

Vision: The vision of HGS is for our school, community, and families to work together to develop 21st century learners who will become the leaders of tomorrow.

Goals:
Each grade level cohort of students will maintain their proficiency percentage from one school year to the next in math (No Summer School) and will show an increase of 2% in reading proficiency in each cohort.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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. Tier 1 core instruction has proven to be effective based on multiple measures. The school implements consistent school-wide resources in Math and Reading. MTSS overview has been presented to all teachers and Tier 2 protocol and resources have been implemented.	Limited Development 10/15/2018		
<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 progress monitoring with interventions. Teachers will provide students in need of Tier 2 supports with effective interventions based on student need and keep a record of interventions and progress monitoring. The school will have a Problem Solving Team in place to identify students who are in need of Tier 3 supports and work collaboratively with the parent/guardian to establish an action plan for further supports. Data will show an increase in students performing well with Tier 1 and a decrease in students needing Tier 2 and 3 supports.		John Lassiter	03/28/2019

Actions		0 of 2 (0%)		
10/16/18	The administrative team will hold regular Data PLCs that focus on analyzing student data and identifying students in need of supplemental interventions. Fidelity checks will be completed during PLCs to ensure Tier 2 supports are effective as measured by progress monitoring records.		Trisha Brickhouse	03/21/2019
<i>Notes:</i>				
10/16/18	Develop a protocol for the Individual Student Problem Solving Team and Tier 3 supports. Include documents to be completed by the team when analyzing student data and developing an action plan for additional supports.		John Lassiter	11/13/2018
<i>Notes:</i>				
A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Hertford Grammar School has implemented a PBIS Matrix and the PBIS team has outlined motivation incentives for positive behavior. Our school has been recognized as a Green Ribbon School for the past 2 years. Morning announcements from the Principal include daily expectations from the PBIS Matrix.	Limited Development 09/26/2018		
<i>How it will look when fully met:</i>	In full implementation, HGS will meet criteria to be recognized as a PBIS Model School. The PBIS Matrix will be explicitly taught school-wide through a weekly character education focus and will be evident through a decrease in office behavior referrals and an increase in the number of students participating in PBIS celebrations.		Tiffany Roberts	03/28/2019
Actions		0 of 3 (0%)		
10/16/18	Administrators will conduct Learning Walks with teachers who have "at risk" classroom management concerns. Learning Walks will consist of specific goals established by the teacher and administrator. Discussion points will guide the walk and follow up discussions. Fidelity checks will follow to asses the level and effectiveness of implementation.		Trisha Brickhouse	05/17/2019
<i>Notes:</i>				
10/16/18	Teacher teams will establish and implement a weekly reinforcement incentive for positive behavior. Teams will submit their plans for reference when analyzing student behavior within committees/grade		Sarah Brewer	11/28/2018

	level meetings.			
<i>Notes:</i>				
10/16/18	Weekly Character Ed focus will be established using vocabulary from the PBIS Matrix. The "Character Focus of the Week" will be shared with students through morning announcements, teacher reinforcement, and read alouds via video archives. The "Character Focus of the Week" will be shared with parents/guardians through Newsletters, All-calls, and social media.		Jocelyn Hinton (PBIS Chair)	12/03/2018
<i>Notes:</i>				

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
Initial Assessment:		All students are provided 1:1 access to a Chromebook with Google sign-in and email. Some teachers are using Google Classroom as their learning management system and some teachers are using online programs to facilitate learning and instruction.	Limited Development 10/15/2018		
How it will look when fully met:		In full implementation, all teachers at HGS will use technology regularly and seamlessly to support a learning environment that maintains student engagement through the use of online, hybrid, and/or blended learning.		Corrie Kemp	04/29/2019
Actions			0 of 2 (0%)		
10/16/18		Each teacher will have a Google Classroom set up and will participate in professional development to learn how to use Google Classroom effectively in the classroom for a hybrid/blended learning opportunity for students.		Corrie Kemp	04/29/2019
<i>Notes:</i>					
10/16/18		Technology Leaders will facilitate at least one in-house professional development session during the school year that focuses on using technology to support blended learning.		Corrie Kemp	04/29/2019
<i>Notes:</i>					

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>		The school regularly communicates with parents/guardians about events and systems in place at school and shares periodically through social media strategies for improving student success. Some teachers send home monthly newsletters outlining the content to be learned for the month and suggested strategies for parental support at home. Some teachers send home Parent Letters from curriculum resources that provide parents/guardians with strategies of concepts learned in school and how they can support the same learning at home.	Limited Development 05/19/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		In full implementation, all grade levels will send home monthly newsletters outlining the curriculum content to be taught/learned for the month with resources/strategies on how to support student learning at home. Parents will be able to view archived videos of lessons/strategies that will assist them in helping their child at home. Evidence of support will include samples of newsletters, parent letters, videos, and parent survey regarding the level of support HGS gives parents in helping their child at home.		Rebecca Bass	05/17/2019
Actions			0 of 3 (0%)		
10/16/18		Each grade level will send home a monthly Newsletters that outlines the curriculum to be taught/learned for the month and resources/strategies on how parents can help support their child's learning at home.		Tiffany Roberts	05/17/2019
<i>Notes:</i>					
10/16/18		Family letters for each unit of study will be sent home from school-wide instructional resources to assist parents in how to help their child at home with content being taught at school.		Trisha Brickhouse	05/17/2019
<i>Notes:</i>					
10/16/18		Create an archive of Math Videos posted to the school webpage to equip parent/guardians to help their child at home with concepts being taught at school.		Corrie Kemp	05/17/2019