

## Comprehensive Progress Report

**Mission:**

The mission of Mabel School is to nurture the whole child through teaching, remediation, and enriching curricular content with high expectations in a safe, positive, and compassionate environment.

**Vision:**

Our vision at Mabel School is to empower students with knowledge, skills, and experiences that will enable them to contribute positively to an ever-changing global society.

**Goals:**

All students will maintain or increase proficiency in math.

All students will maintain or increase proficiency in reading.

All students will maintain or increase proficiency in science.



! = Past Due Objectives

KEY = Key Indicator

**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
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<b>Initial Assessment:</b>	<p>SY 2023-2024</p> <p>Our school will work in grade spans (K-2, 3-5, and 6-8) with a trained, assigned facilitator. We will be looking at school-wide data, focus on classroom data, and then will look closer at student data. In addition, district support personnel from the curriculum and instruction team will be joining these meetings to provide support. Each grade has a dedicated WIN (What I Need) time each day with scheduled support staff, including Academically/Intellectually Gifted (AIG), Exceptional Children (EC), our reading specialist, Speech Language Pathologist (SLP), Occupational Therapist (OT) as needed for student remediation or acceleration.</p>	Limited Development 10/15/2019		
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<b>How it will look when fully met:</b>	<p><b>What will it look like? What will have happened?</b></p> <p>K-3 teachers will participate in a facilitated data team meeting and Individual Reading Plan training (IRP) with Kelley Wilson, the Watauga County district Early Literacy Specialist. They will learn how to use mClass as a reading screener to identify students in need of core differentiation, Tier 2 or Tier 3 remediation. Based on the mClass screener, K-3 teachers will work to create IRPs and will load them into the Every Child Accountability &amp; Tracking System (ECATS) system.</p> <p>Data team leads for K-2, 3-5, and 6-8 will have data facilitator training by Phillip Norman and Kelley Wilson. This training will focus on ensuring classrooms have a strong core, understanding what core differentiation looks like, and how to use data team to identify students in need of a tiered intervention plan.</p> <p>K-8 teachers will collaboratively create a schedule that allows for a What I Need (WIN) time. This time will be for Tier 3 pullout, exceptional children's services, speech language services, academically intellectually gifted services and counseling services. In addition, classroom teachers will also create a Tier 2 intervention time to work with students in need of these interventions. Our reading specialist will prioritize Tier 3 students, but will work with Tier 2 students as the schedule allows.</p> <p>Professional Learning Communities (PLCs) will meet every week, and an</p>		Gayle Oliver	06/01/2024

agenda will be created to document the work of the PLC. School principals will monitors the progress of the PLCs, observes the PLC weekly work and provides feedback to support instruction and student achievement.

All teachers will continue to use the behavior matrix finalized last year. Core behavior will be taught and reviewed in all settings. Our focus continues to be on the 4Rs- responsibility, respect, rigor and relationships. Teachers will introduce the 4Rs the first week of school, and then will focus on one strand each month. This will be carried across all subject areas.

For attendance this school year, we will be working with our school social worker, Megan Langdon, our school counselor, Ben Brown, and all staff members to create an attendance matrix defining Core, Tier 2 and Tier 3.

**What information can be used to determine if the objective has reached full implementation?**

- Student growth- targeted areas as well as cumulative scores
- Master Schedule with Tier II and Tier III support service time embedded
- NC Check-in data (reading)
- NC Check-in data (math)
- Progress monitoring occurring in specific grades/content areas.
- Monthly IPST meetings
- Monthly data team meetings
- mClass Data
- iReady Data
- AimsWeb Data
- Established Attendance Matrix

Actions		0 of 14 (0%)		
10/9/23	K-3 Teachers will particpate in Individual Reading Plan (IRP) Training to identify students in need of support and will use this information to write IRPs for Tier 2 and Tier 2 students.		Kelley Wilson	06/01/2024

	<i>Notes:</i> Kelley Wilson is our Early Literacy Specialist for Watauga County Schools. She facilitated this training, assisted in finding targeted skills for remediation, and assisted in the creation of IRPs for identified students.			
10/9/23	Use MClass as a universal screener for reading in K-3, and iReady as a universal screener for reading in 4-8.		Elin Reuben	06/01/2024
	<i>Notes:</i>			
10/9/23	Data facilitators for each grade span will attend training focused on standard protocols for reading and math, the Tiered Support Guiding Document, and ways to foster the discussion of creating a strong core.		Elin Reuben	06/01/2024
	<i>Notes:</i> Phillip Norman is our Watauga County Chief Academic Officer.			
10/9/23	K-8 Teachers will attend whole district, grade-level meetings facilitated by the Curriculum and Instruction Team.		Elin Reuben	06/01/2024
	<i>Notes:</i> Brian Bettis is the K-5 Director of Education and Meredith Jones is the 6-8 Director of Education.			
10/11/23	Cross-district professional learning communities (PLCs) will meet regularly to analyze data and plan instructional interventions to best deliver and differentiate core instruction.		Elin Reuben	06/01/2024
	<i>Notes:</i>			
10/11/23	Review 2023-2024 EOG data.		Elin Reuben	06/01/2024
	<i>Notes:</i>			
10/12/23	All teachers will teach core behavior standards, known as the 4rs, the first week of school. Afterwards, teachers will use the behavior matrix for core differentiation, Tier 2 and Tier 3 support.		Ben Brown	06/01/2024
	<i>Notes:</i> <a href="https://docs.google.com/spreadsheets/d/1fDLONhvlCr8Xjf4LRPYuEmYsPcjbEz4AGSDh-t53a6E/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1fDLONhvlCr8Xjf4LRPYuEmYsPcjbEz4AGSDh-t53a6E/edit?usp=sharing</a>			
10/12/23	Staff will work with the school counselor and school social worker to create an attendance matrix specifying core, Tier 2 and Tier 3 supports.		Megan Langdon	06/01/2024
	<i>Notes:</i> Megan Langdon is the school social worker assigned to Mabel.			
10/12/23	Individual Problem Solving Team (IPST) will meet once monthly to determine effectiveness of grade level core differentiation, Tier 2 instruction and Tier 3 instruction. Effectiveness will be based upon progress monitoring data gathered on specific students when compared with data reflecting whole class growth.		Jeanie Hicks	06/01/2024
	<i>Notes:</i>			

10/12/23	Use iReady as a universal screener for K-8 Math.		Elin Reuben	06/01/2024
<i>Notes:</i> iReady is the district provided diagnostic tool for reading and math. These diagnostics are given three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) to provide timely information on student learning. K-8 will use these diagnostics as a universal screener for math.				
10/29/23	Data Team will meet monthly as grade span teams (K-2, 3-5 and 6-8). Teams will use school wide and grade level data to discuss best practices to differentiate core to increase student learning and success.		Gayle Oliver	06/01/2024
<i>Notes:</i>				
1/22/23	2023-2024 Master Schedule will allow time for Core, Core differentiation, Tier II, and Tier III services to be provided.		Jeanie Hicks	06/01/2024
<i>Notes:</i> I/E time for Tier II and Tier III services will be embedded in master schedule to best ensure that support staff is available for students. Grade level spans will have different Tier II and Tier III intervention time to optimize support staff time utilization.				
1/22/23	K-8 teachers will use Educator's Handbook to report student behavior.		Hannah Massey	06/01/2024
<i>Notes:</i> Ms. Massey is the behavioral specialist assigned to our school. She reviews all reports in Educator's Handbook and uses this data to have meaningful conversations with classroom teachers about how to make students more successful.				
9/19/23	Teachers in grades 4-8 will use progress monitoring data from AimsWeb to create Tier II and Tier III grouping.		Jeanie Hicks	06/30/2024
<i>Notes:</i>				
<b>Implementation:</b>		05/09/2023		
<b>Evidence</b>	5/17/2022 Excel Team Documentation Master Schedule with word study, I/E and Flex Times built in Data Team Notes Educator's Handbook documentation			
<b>Experience</b>	5/17/2022 We have worked to get our Data Teams and IPST team in line with current recommendations from our county leadership. We will be working closely with them next year to ensure all three tiers of instruction are being met.			

<i>Sustainability</i>			5/17/2022 We will need to continue to work as teams to ensure the needs of our students are being met. In addition, we are going to look at how our reading interventionist's schedule should look at the beginning of the year to ensure we are better able to use this position for intensive interventions.			
<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Quality of professional development</b>			
	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
<i>Initial Assessment:</i>			SY 2023-2024  The School Improvement Team plans to use 2022-2023 proficiency data to determine school improvement goals for the 2023-2024 school year. At the onset of the 2023-2024 school year, the principal and teachers will utilize Education Value-Added Assessment System (EVAAS) data for individual students and larger student groups to determine next best steps (allocation of resources/priorities/etc.) for the upcoming school year. Our teachers continue to use common formative assessments and continue to work with their Professional Learning Communities (PLCs) to determine next steps to ensure student growth and learning.  Teachers utilize data from Common Formative Assessments (CFAs), iReady diagnostics, mClass Screeners, and NC Check Ins to make instructional decisions for students.	Limited Development 10/15/2019		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<b>How it will look when fully met:</b>	<p><b>What will it look like? What will have happened?</b></p> <p>Classroom teachers will have regularly scheduled data team meetings to review all data using core data protocols. Data will be used to improve core instruction, design core differentiation, and create groups for core support.</p> <p>K-3 Teachers will use mClass progress monitoring to determine supplemental skill support for Individual Reading Plans (IRPs).</p> <p>K-8 Teachers will use iReady Diagnostics to determine supplemental skill support needs for both reading and math.</p> <p>K-8 Teachers will use the AIMSwebplus as a supplemental screener to identify and progress monitor skill gaps in K-8 math and 4-8 reading.</p> <p><b>What information can be used to determine if objective has reached full implementation?</b></p> <p>Post- Conference discussions with school principal highlighting patterns, trends, strengths and weaknesses.</p> <p>PLC, grade-level, and team meeting minutes and agendas - noting that we took time to look at data together and make decisions</p> <p>Data Team discussions will follow core protocols for reading and math.</p> <p>K-3 teachers will identify and progress monitor critical reading skills, as defined by mClass.</p> <p>Principal prioritizing school budget to align with professional development needs.</p> <p>Grade level teachers use benchmark data, from mClass, iReady Math and iReady Reading; NC Check Ins, classroom assessments, and common formative assessments created in collaboration with Professional Learning Communities (PLCs) to determine next step interventions when making instructional decisions.</p>		Elin Reuben	06/01/2024
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<b>Actions</b>		<b>0 of 7 (0%)</b>		
10/12/23	For the 2023-2024 school year, the principal will conduct post-conferences following classroom observations. Feedback will be provided on patterns, trends, strenghts and weaknesses.		Elin Reuben	06/01/2024
<i>Notes:</i>				
10/12/23	For the 2023-2024 school year, district administration will present EVAAS data findings to School Improvement Teams to aid in guiding us in professional development opportunities that may be needed to grow in areas of need.		Elin Reuben	06/01/2024
<i>Notes:</i> School Principal received EVAAS data at principal's retreat and has presented findings with the School Improvement Team.				
10/12/23	For the 2023-2024 school year, school principal will determine data team leads for K-2, 3-5, and 6-8.		Elin Reuben	06/01/2024
<i>Notes:</i>				
10/12/23	For the 2023-2024 school year, data team leads will be trained in data protocols and facilitating data team discussions.		Phillip Norman	06/01/2024
<i>Notes:</i> Phillip Norman is the Chief Academic Officer for Watauga County Schools.				
10/12/23	For the 2023-2024 school year, teachers will use the Tiered Support Guided Document to review student support and documentation in core, Tier 2 and Tier 3.		Jeanie Hicks	06/01/2024
<i>Notes:</i>				
10/12/23	For the 2023-2024 school year, the school principal will procure substitutes to allow for professional development on Every Child Accountability & Tracking System (ECATS), Tiered Instruction, and mClass.		Elin Reuben	06/01/2024
<i>Notes:</i>				
10/12/23	For the 2023-2024 school year, K-5 teachers will complete LETRS training.		Elin Reuben	06/01/2024
<i>Notes:</i> District designated Professional Days on the Watauga County Schools calendar (10/5/23. 12/6/23. 2/21/24, 4/24/24)				
<b>Implementation:</b>		05/17/2022		
<b>Evidence</b>	5/17/2022			
<b>Experience</b>	5/17/2022			



Sustainability			5/17/2022			
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:			SY 2023-2024  Parents receive email and phone updates from Ms. Reuben regarding events, important dates, and other pertinent information in regards to their students. Families also receive email and Remind updates from teachers that offer specific information for smaller subsets of students. At the end of the the first nine weeks, teachers conduct parent/teacher conferences to partner with families to better ensure each student is reaching their full potential. Individual phone calls and family/teacher conferences continue to be held throughout the year as needed for the success of students. Ms. Reuben and our Instructional Technology Facilitator have continued to update and promote our Mabel Facebook page. K-5 teachers send weekly newsletters to parents to help communicate upcoming dates and other important information regarding student academic progress.	Limited Development 12/06/2019		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<b>How it will look when fully met:</b>	<p><b>How will it look when this objective is being fully met?</b></p> <p>All K-8 teachers will ensure parents have easy access to resources that allow them to be partners in their student's academic success. Staff will send helpful tips in newsletter correspondence on ways to increase student success. These helpful tips will ensure our families understand ways to help their student be successful in the school setting.</p> <p>Our Instructional Technology Facilitator will work with staff to create a document outlining common acronyms used in education, their meanings and where these acronyms may show up. In addition, she will work to create a document outlining all assessment students within our school participate in, the grades that use each assessment and what the assessment will measure. These documents will be disseminated at parent conferences completed after the first nine weeks. Parents will have time to ask questions and get any clarification they may need.</p> <p>With each report card, our data manager will print attendance reports to send with each student. These reports will highlight the number of days students are absent and the number of tardies each student has. Our attendance goal for the school year is 95%, the percentage proven to increase student academic performance. Each month, any class meeting or exceeding the 95% goal will receive a reward, Hats off for Attendance, allowing the class to wear a hat at school for a day. The class with the highest attendance percentage will hang a banner on their classroom door. All staff will work with our school counselor and school social worker to create an attendance matrix defining core, Tier 2 supports (3/5/10 day letters and meetings with school social worker, Megan Langdon) and Tier 3 supports (mandate of doctor's notes for any absence). This attendance matrix will be provided to all families at parent conferences completed after the first nine weeks. Parents will have time to ask questions and get any clarification they may need.</p> <p><b>What information you will use to determine that the objective has reached full implementation?</b></p> <p>*Parent Surveys</p> <p>*Parent/Teacher Contact Logs</p> <p>*Attendance Reports</p>		Jeanie Hicks	06/01/2024
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<b>Actions</b>		<b>0 of 7 (0%)</b>		
10/12/23	For the 2023-2024 school year, maintain the Mabel School Facebook page.		Elin Reuben	06/01/2024
<i>Notes:</i>				
10/12/23	For the 2023-2024 school year, teachers will conduct parent/teacher conferences via phone, online, or in person at the end of the first nine weeks.		Elin Reuben	06/01/2024
<i>Notes:</i>				
10/12/23	K-5 Teachers will include "home tips" in each newsletter sent home.		Jeanie Hicks	06/01/2024
<i>Notes:</i>				
10/12/23	6-8 Teachers will use Remind to send "home tips" to parents.		Pace Cooper	06/01/2024
<i>Notes:</i> Remind is an app designed to facilitate parent communication via text messaging.				
10/12/23	School staff will collaborate to create and distribute family friendly documents explaining acronyms, reporting and grading, and assessments being used.		Monica Parsons	06/01/2024
<i>Notes:</i> Ms. Parsons is our Instructional Technology Facilitator and our School Testing Administrator.				
10/12/23	For the 2023-2024 school year, teachers will send percentage of school missed letters to all students each report card period.		Leah Cole	06/01/2024
<i>Notes:</i> Leah Cole is our Mabel School data manager.				
10/12/23	For the 2023-2024 school year, classes with an attendance percentage greater than 95% will receive a reward.		Elin Reuben	06/01/2024
<i>Notes:</i>				
<b>Implementation:</b>		05/09/2023		
<b>Evidence</b>	5/8/2023 Parent/ Teacher Conference Scheuules Parent/ Teacher Conference Notes Winter Showcase Handout Parent Night Handouts EBOB Contracts Book Fair Notifications and Family Night Announcements NC Testing Guide			

<b><i>Experience</i></b>	5/8/2023 For the 2022-2023 school year, staff members have been very conscious of the information we have sent home. We have included home tips in emails, ensured access in powerschool and have worked to bridge the gap of understanding by hosting a parent night focusing on testing, acronyms and powerschool.			
<b><i>Sustainability</i></b>	5/8/2023 We will need to continue many of the activities we started this year with a repeat to next year.			