



Our Direction

North Graham Elementary

Date of Report: 10/24/2018

Vision:

At North Graham Elementary, it is our vision to work as an instructional team to develop student learners who are artistic, collaborative, problem solvers that are eager to strive for personal growth and achievement. As members of our professional learning community, we will accomplish this vision by providing engaging instruction, modeling a passion for learning through the arts and building a culture which values relationships, collaboration, and self-efficacy.

Values:

We place a strong emphasis on nurturing relationships at North Graham Elementary. Building positive relationships is the common thread that runs throughout our organization and influences our daily practices. We understand that the establishment of positive human relations ensures that students are more likely to feel comfortable in their academic setting. With an emphasis on displaying effective and trusting relationships, all stakeholders are more willing to collaborate, share ideas and embrace challenges with a positive "growth mindset."

At North Graham Elementary, we will place a tremendous emphasis on ensuring that all students are actively engaged in the learning process. Active learning opportunities can include a multitude of arts-integrated teaching as well as cooperative learning tasks, small group work, project-based learning, and the Multiple Intelligences.

Mission:

Our mission is to provide a learning centered, arts-enriched environment that is responsive to the needs of our student population. At the core of the mission, is the goal of building a culture of collaboration among all stakeholders. As a professional learning community, our mission nurtures the willingness to support one another. At North Graham Elementary, staff members operate with a "whatever it takes" mindset. For example, if a student needs help, we provide it. If a staff member needs assistance, we respond. By taking this approach, both students and staff will be better able to embrace the challenges before them.

Goals:

- All North Graham Elementary staff will utilize the MTSS Process to ensure that 100% of students have equal access to the resources and instruction they need in order to be successful, life-long learners in all academic and behavioral areas.

Performance Measure(s)

Performance Indicator: Panorama Data		
Data Source: Panorama Data	Baseline Year: 2018	Baseline: 0.78
Target Date: 2019	Target: 82	Actual:

Performance Indicator: Student Attendance Data		
Data Source: EOY Attendance Rate	Baseline Year: 2018	Baseline: 94.11
Target Date: 2019	Target: 0.96	Actual:

Performance Indicator: Student Suspension Rates		
Data Source: Suspensions in Power Schools	Baseline Year: 2017-18	Baseline: 0.1
Target Date: 2019	Target: 0.07	Actual:

- Through the implementation of the ABSS Core, daily targeted intervention and the unpacking of the ELA NCSCOS, North Graham Elementary will increase the number of students achieving grade-level proficiency in reading from 39.9% to 46% in reading using the EOG in grades 3-5. At K-2 students will progress from 49% proficient on the TRC to 55% proficient.

Target:

In order to achieve this goal, each grade level will work towards adding five additional students to the grade level proficiency totals.

Performance Measure(s)

Performance Indicator: EOG Testing: Grade Level Proficiency in Reading TRC Data		
Data Source: Reading GLP EOG	Baseline Year: 2017-18	Baseline: 0.399
Target Date: 2018-2019 EOG	Target: 0.46	Actual:

Performance Indicator: Students on Grade Level from the BOY to the EOY using TRC Data (MClass Data) in grades K-3.		
Data Source: MCLASS DATA (TRC)	Baseline Year: 2018	Baseline: 0.49
Target Date: 2018-19	Target: 0.55	Actual:

- Through the implementation of the ABSS Core, daily targeted intervention, and the unpacking of the Math NCSCOS, North Graham Elementary will increase the number of students achieving grade-level proficiency in math from 44.9% to 52% using EOG data.

Target: In order to achieve this goal, each grade level will increase the number of students who score at grade level proficiency in the area of math by six students.

Performance Measure(s)

Performance Indicator: Grade level proficiency on the NC EOG Math Test		
Data Source: MathEOG	Baseline Year: 2018	Baseline: 44.9
Target Date: 2019	Target: 0.52	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

North Graham met expected growth in 2017-2018, 2016-17, 2015-16, and 2014-15.

[Comprehensive Needs Assessment](#)

Student Outcome Data:

[Outcome Data](#)

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

In 2016-17, our Leadership Team met all selected indicators. However, we continued one objective from last year involving the writing of unit plans. We felt that this needed some additional work to reflect our transition to Standards Based Grading in the 2017-18 school year. In 2018, our focus will be teacher clarity and unpacking the newly revised NCSCOS.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

- A2.13 Units of instruction include standards-based objectives and criteria for mastery.(5103)
- A2.18 ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)
- A2.21 All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction.(5308)
- A2.22 All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)
- A2.23 All teachers assign rich reading and the application of the reading in written work and discussion.(5327)

Data analysis and instructional planning

- A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)
- A3.02 Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
- A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)
- A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)
- A3.06 ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)
- A3.07 Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)

Distributed leadership and collaboration

- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

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)
- D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Family Engagement

- E1.03 ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)
- 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)
- E1.10 The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)

High expectations for all staff and students

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
- A1.10 All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national).(5307)

Monitoring instruction in school

- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)