

Comprehensive Progress Report

**Mission:** Rock Rest Elementary is committed to creating a safe academic environment that will prepare students for a successful future in a global society, while addressing students' emotional and social well-being.


**Vision:** We will create students who embrace the challenges and the struggles of the 21st Century and are equipped to be successful citizens.

**Goals:**

100% of the instructional staff will participate in professional development that is targeted toward meeting students' academic needs. This will ensure we will have strong Tier I instruction.

100% students will participate in curriculum and opportunities that incorporate concepts from UCPS' Portrait of a Graduate.

100% of the staff will partner with parents to ensure the success of students.

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

| Core Function:                          |               |   | Domain 2: Talent Development  |                                   |                |             |
|---|---------------|---|---|-----------------------------------|----------------|-------------|
| Effective Practice:                     |               |   | Practice 2B: Target professional learning opportunities   |                                   |                |             |
|   | 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>              |               |   | Weekly professional development is provided for teachers based on observations and patterns of our students. Research based practices are provided during the PD. Outside consultants are also brought into our building throughout the school year to meet with teachers, model lessons, and debrief with information thought to be valuable for enhancing instruction.  | Limited Development<br>09/27/2019 |                |             |
|   |               |   | Priority Score: 2      Opportunity Score: 2      Index Score: 4   |                                   |                |             |
| <i>How it will look when fully met:</i> |               |   | <p>Each year, teachers participate in two surveys about working conditions. The first one is the district survey and the other is the NC Teacher Working Condition Survey. Principals are provided data from these surveys. We will take a closer look at the data and determine what areas need a stronger focus, and how we can improve the low rating areas.</p> <p>We will have weekly PD with Shobert centered around the patterns and trends in data. Teachers will also provide input after meetings to help guide further professional development.</p> <p>Teachers will begin the LETRS training. This is a state mandated science of reading program that will take two years to complete. Wednesday professional development time will be largely focused on this initiative, as well as occasional planning sessions.</p> |                                   | Rosanna Teal   | 05/31/2025  |
| <b>Actions</b>                          |               |   |   | <b>6 of 7 (86%)</b>               |                |             |
|   | 9/7/21        | Analyze the Union County teacher survey data.           |   | Complete 03/07/2022               | Rosanna Teal   | 03/01/2022  |
|   | <i>Notes:</i> |   |   |                                   |                |             |
|   | 9/7/21        | Participate in the NC Teacher Working Conditions Survey |   | Complete 03/02/2022               | Megan Gutelius | 04/01/2022  |
|   | <i>Notes:</i> |   |   |                                   |                |             |

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| 9/7/21   | Meet as a site base team to discuss what changes should be made-- providing suggestions.   | Complete 03/07/2022 | Kristy Thomas  | 05/01/2022 |
| <i>Notes:</i>  |  |                     |                |            |
| 4/11/22  | Teachers will complete Year 1 of LETRS training.   | Complete 06/08/2022 | Elaine Shobert | 06/08/2022 |
| <i>Notes:</i> The final training dates for the 2021-2022 school year are June 6-8, 2022. |  |                     |                |            |
| 4/11/22  | Teachers will continue Year 2 of LETRS training- a state requirement.  | Complete 03/31/2023 | Elaine Shobert | 05/01/2023 |
| <i>Notes:</i>  |  |                     |                |            |
| 4/6/23   | Curriculum coaches and administration will analyze 2023 EOG data, as well as NCCI data from the three reading and math to drive effective strategies and best practices to increase student achievement levels.  | Complete 05/31/2024 | Kristy Thomas  | 05/31/2024 |
| <i>Notes:</i>  |  |                     |                |            |
| 5/23/24  | The curriculum team will begin the year with analyzing data from 2023-2024 EOY testing. Specific instructional goals will be set by grade levels in areas of reading, writing, and math. These goals will be guided by what students did well in the previous year, therefore continuing, and what objectives/standards need to have a greater focus on. |                     | Elaine Shobert | 09/30/2024 |
| <i>Notes:</i>  |  |                     |                |            |
| <b>Implementation:</b>   |  | 04/06/2023          |                |            |
| <b>Evidence</b>  | 4/6/2023   |                     |                |            |
| <b>Experience</b>  | 4/6/2023   |                     |                |            |
| <b>Sustainability</b>  | 4/6/2023   |                     |                |            |
|  |  |                     |                |            |
| <b>Core Function:</b>  | <b>Domain 3: Instructional Transformation</b>  |                     |                |            |
| <b>Effective Practice:</b>   | <b>Practice 3B: Provide rigorous evidence-based instruction</b>  |                     |                |            |

|   | KEY     | A2.04  | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)   | Implementation Status             | Assigned To    | Target Date |
|---|---------|--|--|-----------------------------------|----------------|-------------|
| <b>Initial Assessment:</b>              |         |  | Teachers are currently working with the instructional coach and curriculum support to build units of study in literacy that are not only aligned with the standards, but also on strategies/methods of instruction that push our students. Grade levels currently do their own math, science, and social studies planning.   | Limited Development<br>09/27/2019 |                |             |
| <b>How it will look when fully met:</b> |         |  | <p>Instructional teams and curriculum support will analyze well-designed summative assessments to drive instruction that align to standard(s) or a benchmark. Learning goals will be composed that incorporate specific skills, knowledge, and attitudes that we want our students to achieve. Instructional practices, strategies, and scaffolds will be utilized to ensure all students meet or exceed the learning goal and objective. Constant evaluation and monitoring of student progress will be critical in determining the next steps towards accomplishing the goal. Evaluations will be part of daily HYPE, Language Lab, and other formal data collected by teachers.</p> <p>One focus for the upcoming school year will be on our WIDA students and their growth. Professional development will center around language, in accordance with listening, speaking, writing, and reading abilities of our EL population.</p> <p>Cold writing prompts, using content knowledge, will be given three times throughout the school year. Data collection, using a rubric, will also include instructional points from HYPE and Language Lab.</p> |                                   | Elaine Shobert | 05/15/2025  |
| <b>Actions</b>                          |         |  |  | <b>4 of 7 (57%)</b>               |                |             |
|   | 11/8/23 | ESL team will lead staff PD in looking at the WIDA test examples for each grade level and aspects (reading, writing, listening, and speaking). Staff will notice patterns and record by grade level. |  | Complete 09/28/2023               | Krista James   | 10/25/2023  |

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| <i>Notes:</i> |   |                     |                |            |
| 11/8/23       | ESL team will lead staff PD on current student WIDA scores. PD will include how to interpret scores, and what is the next step for the student to get them to meet the goal.  | Complete 02/01/2024 | Krista James   | 10/25/2023 |
| <i>Notes:</i> |   |                     |                |            |
| 11/8/23       | Teachers and all other support staff will analyze the cold writing prompt given in October. Grade level rubrics will be utilized and data will be kept on a Google spreadsheet.   | Complete 11/01/2023 | Elaine Shobert | 11/01/2023 |
| <i>Notes:</i> |   |                     |                |            |
| 11/8/23       | Cold writing prompts will be used in all grades three times a year. The prompt will remain the same for each grade level. This will allow the teacher/grade level to compare growth. The prompt will also include content knowledge expectations.       | Complete 04/15/2024 | Elaine Shobert | 05/01/2024 |
| <i>Notes:</i> |   |                     |                |            |
| 10/5/23       | Instructional teams will utilize the NC standards, crosswalks, and summative assessment data from the end of the previous year to determine the essential concepts, principles, and skills that students should acquire and retain at each grade level. |                     | Elaine Shobert | 05/01/2025 |
| <i>Notes:</i> |   |                     |                |            |
| 10/5/23       | Teachers will use formal and informal assessments, not limited to NC Check-ins, mClass, and classroom assessments, to drive instruction for his/her particular set of students.   |                     | Elaine Shobert | 05/01/2025 |
| <i>Notes:</i> |   |                     |                |            |
| 10/5/23       | Instructional teams will develop clear and measurable statements that describe what students should know, understand, and be able to do.  |                     | Elaine Shobert | 05/01/2025 |
| <i>Notes:</i> |   |                     |                |            |

| Core Function:                   |          |  | Domain 4: Culture Shift  |                                   |               |             |
|----------------------------------|----------|--|--|-----------------------------------|---------------|-------------|
| Effective Practice:              |          |  | Practice 4A: Build a strong community intensely focused on student learning  |                                   |               |             |
|                                  | 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 |
| Initial Assessment:              |          |  | Students will engage in curriculum and activities that teach them the characteristics embedded in a Portrait of a Graduate. Our targeted words this year are persistent, optimistic, and productive. Those concepts will be part of lessons, common read alouds, and experiences during the school year.       | Limited Development<br>09/27/2019 |               |             |
| How it will look when fully met: |          |  | When fifth graders leave Rock Rest, they will demonstrate the attributes of UCPS Portrait of a Graduate. Students will be flexible problem solvers and see themselves as contributors to their community.<br><br>We will use parent, staff, student system surveys to analyze whether the target has been met. |                                   | Rosanna Teal  | 05/31/2025  |
| Actions                          |          |  |  | 1 of 6 (17%)                      |               |             |
|                                  | 9/10/24  | New staff will attend a Rock Rest orientation to learn more about the practices of Rock Rest that help build a consistent classroom culture.   |  | Complete 08/16/2024               | Kristy Thomas | 08/16/2024  |
| Notes:                           |          |  |  |                                   |               |             |
|                                  | 5/23/24  | Classrooms will build a mission statement together to begin the new school year. This mission will be revisited often to ensure students are meeting the expectations set as a collaborative unit. |  |                                   | Kristy Thomas | 09/25/2024  |
| Notes:                           |          |  |  |                                   |               |             |
|                                  | 9/10/24  | Staff will complete Safe Schools training to learn more about the services and supports that are available for students, how to reach out to the available services, and the process of reporting. |  |                                   | Keitha Rodden | 05/01/2025  |
| Notes:                           |          |  |  |                                   |               |             |
|                                  | 10/13/22 | CREW meetings every morning are an opportunity for classroom teachers to teach the characteristics of a Portrait of a Graduate.  |  |                                   | Tricia Graham | 05/31/2025  |
| Notes:                           |          |  |  |                                   |               |             |

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| 10/13/22 | Portrait of a Graduate characteristics will be embedded in lessons to illustrate the lifelong attributes.  |  | Tricia Graham  | 05/31/2025 |
| Notes:   |  |  |                |            |
| 9/13/24  | Terrific Kid celebrations will begin to move away from character traits and focus on the Portrait of a Graduate attributes. Students will be recognized throughout the year in a ceremony. |  | Cynthia Perrin | 05/31/2025 |
| Notes:   |  |  |                |            |

|                     |     |       |  |                       |             |             |
|---------------------|-----|-------|--|-----------------------|-------------|-------------|
| Core Function:      |     |       | Domain 4: Culture Shift  |                       |             |             |
| Effective Practice: |     |       | Practice 4C: Engage students and families in pursuing education goals  |                       |             |             |
|                     | 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 |

|   |  |                                   |              |            |
|---|--|-----------------------------------|--------------|------------|
| <b>Initial Assessment:</b>              | <p>Classrooms teachers send home progress reports, as well as report cards to inform parents of student achievements and concerns. One mandatory conference is held in the fall semester, with another optional in the spring. These are just the district conferences. Our teachers meet and conference with parents as much as they feel necessary. Strategies are provided to parents to help their child at home. Curriculum nights are held throughout the school year to also inform parents of curriculum standards and ways to support their child.</p> <p>Since we are now in at least partial remote learning, teachers have set up Canvas pages for live and on demand instruction for parents. Information sheets on how to sign in and submit work has been created for students.</p> | Limited Development<br>09/27/2019 |              |            |
|   | <p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>   |                                   |              |            |
| <b>How it will look when fully met:</b> | <p>-Parents will receive technology instructional guides.</p> <p>-Videos will be created to explain how to navigate Canvas, submit assignments, and on demand "how" to videos directly related to Common Core instruction.</p> <p>-Parent/Teacher communication log created on Google Drive to collaborate with guidance counselors, attendance officers, social workers, and administration</p> <p>-Parent Conferences- 1 per semester and as needed</p> <p>-Parent Curriculum Nights</p> <p>-Technology/Canvas use troubleshooting with parents and students via phone and email</p> <p>** 2022-2023 Promoting positive ongoing positive communication between school personnel and parents so that information flows in both directions and is supportive.</p>                                  |                                   | Sharon Latta | 05/21/2025 |
| <b>Actions</b>                          |  | <b>6 of 9 (67%)</b>               |              |            |
| 9/21/20                                 | technology instructional guides  | Complete 09/04/2020               | Rosanna Teal | 09/03/2020 |
| Notes:                                  |  |                                   |              |            |



|                        |   |                     |               |            |
|------------------------|---|---------------------|---------------|------------|
| 9/21/20                | Teachers will create how to videos throughout the course of time using Canvas.  | Complete 05/21/2021 | Kayle Wood    | 05/21/2021 |
| <i>Notes:</i>          |   |                     |               |            |
| 9/21/20                | Parent Curriculum Nights  | Complete 05/21/2021 | Kristy Thomas | 05/21/2021 |
| <i>Notes:</i>          |   |                     |               |            |
| 9/21/20                | Technology Troubleshooting with Parents and Students  | Complete 05/21/2021 | Rosanna Teal  | 05/21/2021 |
| <i>Notes:</i>          |   |                     |               |            |
| 9/21/20                | Parent/Teacher Communication Log  | Complete 05/21/2021 | Keitha Rodden | 05/21/2021 |
| <i>Notes:</i>          |   |                     |               |            |
| 9/13/24                | The school will host a Title 1 information night within the first month of school. This event will provide information to parents regarding the school report card. It will also be an opportunity for parents to work alongside their child in academic areas of reading and math through fun activities.  | Complete 09/12/2024 | Keitha Rodden | 09/30/2024 |
| <i>Notes:</i>          |   |                     |               |            |
| 10/13/22               | Provide parents with a means to communicate with teachers on a daily basis.   |                     | Sharon Latta  | 05/31/2025 |
| <i>Notes:</i>          |   |                     |               |            |
| 10/13/22               | Provide parents with practical guidance regarding structures and routines that lead to success.   |                     | Rosanna Teal  | 05/31/2025 |
| <i>Notes:</i>          |   |                     |               |            |
| 5/23/24                | Grade levels will send home a monthly communication newsletter with strategies, events, etc to keep parents updated on what is expected in both the classroom and home to be successful.  |                     | Sharon Latta  | 05/31/2025 |
| <i>Notes:</i>          |   |                     |               |            |
| <b>Implementation:</b> |   | 05/24/2021          |               |            |
| <b>Evidence</b>        | 5/24/2021 There are many documents that provide information about curriculum nights, report card and progress report dates, and staff communication logs with parents.  |                     |               |            |
| <b>Experience</b>      | 5/24/2021 This year with Covid our communication with parents was extremely important and valuable to continued instruction at home. We started off the year with students having only one in person learning day per week. Videos, letters, and more had to be clearly communicated on what the expectations were to the at home learning, as well how to navigate the online learning platforms. We continued with parent nights in drive thrus and virtual meetings. |                     |               |            |

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|------------------------------|---|--|--|--|
| <b><i>Sustainability</i></b> | 5/24/2021 We will need to continue to stay in constant contact with parents about the instructional expectations. Depending on what the 2021-2022 school year holds, we may find it necessary to continue creating "how to" videos for online instruction. Our parent information nights will continue, with 4 being held throughout the school year. |  |  |  |
|------------------------------|---|--|--|--|