

Comprehensive Progress Report

Mission:

Stagecoach is a safe and caring environment that values the whole child, engages learners in meaningful ways, and fosters a love of lifelong learning for all.

In order to monitor student growth throughout the school year, we will participate in Act Aspire Interim Assessments grades 3-4 as well as MAPS Assessments K-2. This will help provide ongoing data that will be used to help drive instruction. We will also use this data to better plan for our response to intervention time and future planning/pacing.

Vision:

Goals:

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We will monitor all students assessment data and be able to measure their academic growth. We will be able to better meet their needs based off of the data that we collect.

We will better serve students in the area of math by pushing our math interventionist into classrooms to work with groups of students as opposed to pulling students out of the regular classroom.



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID02	All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	Building norms but not sure all teams have norms.	Limited Development 10/21/2014			
	Priority Score: 2 Opportunity Score: 2	Index Score: 4			
<i>How it will look when fully met:</i>	Each professional learning community will develop norms for their own team.	Objective Met 11/30/16	Pam Wilson	09/02/2016	
Action(s)	Created Date				
1	10/21/14	Provide teams with copy of current building norms.	Complete 09/08/2016	Haley Beavert 11/03/2014	

Notes: Teams will be given a copy of the by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.

2	10/21/14	PLC's will develop norms for their team.	Complete 09/08/2016	Haley Beavert	09/02/2016
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Notes: Teams will establish their by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.

3	10/21/14	Teams will turn in norms in binder.	Complete 09/08/2016	Pam Wilson	09/08/2016
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Notes:

Implementation:			11/30/2016		
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Evidence	9/08/16 Evidence is shown by hard copy of norms kept by the process manager in a binder.				
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Experience	9/08/16 School-wide norms were given to team PLC team leaders. Team norms were developed from those and kept in the team leaders' binders.				
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Sustainability	9/08/16 All teams will continue to review and monitor norms as needed for optimal, effective meetings.				
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	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Each team operates with an agenda, keep minutes, stay focused, and follows through with the plans they make. Minutes are turned in to the principal weekly and questions are addressed, immediately or as soon as possible, as needed.	Limited Development 10/21/2014			
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How it will look when fully met:	Teams will turn in agendas and notes weekly. This includes embedded sessions and team leader meetings.		Pam Wilson	12/31/2018	
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Action(s)	Created Date		2 of 3 (67%)		
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1	10/21/14	Team leaders will receive binders.	Complete 08/31/2016	Pam Wilson	08/31/2016
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Notes: Team leaders signed for binders. Preparing agendas and keeping minutes is standard operating procedure for effective teams. This helps each team member take ownership in the discussion and operations of the school.

2	10/21/14	Team leaders received template for agenda and notes.	Complete 08/31/2016	Pam Wilson	08/31/2016
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Notes: A template with a sample agenda and meeting notes will be given to each team leader. This will help ensure an agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting.

3	10/21/14	Team leaders will complete weekly notes and turn in to Principal weekly if they are not in meeting.		Pam Wilson	05/25/2017
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Notes: An agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting. It also gives each team member a sense of ownership in the overall improvement of the school. Detailed notes and accurate records will also be taken to ensure all objectives in the agenda have been met.

ID07

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)

Implementation Status

Assigned To

Target Date

Initial Assessment:

A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. These meetings include face-to-face and group emails This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas.

Limited Development
10/21/2014

How it will look when fully met:

Team will meet monthly.

Pam Wilson

12/31/2018

Action(s) Created Date

1 of 2 (50%)

2	12/2/14	Leadership Teams have been formed. We meet once monthly in the media center and several times monthly (as needed) for group email communication.		Debbie Grimes	05/25/2017
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Notes: The Leadership Team was formed consisting of the principal (Pam Wilson), assistant principal/instructional facilitator (Haley Beavert), school counselor (Whitney Malham), process manager and teacher (Debbie Grimes), one teacher from each grade (Marsha Moses-K, Brenda Steinsiek (1st), Kaci Moore (2nd), Jennifer Holowell (3rd), Christi Lyons (4th), Kimberly Noblitt (SPED/CBI), Liz Jones (Media Specialist), Robin Casteel (wellness coordinator). and activity teacher (Debbie Cooper). The Leadership Team will be headed by the principal, and duties will consist of ensuring communication and coordination among grade levels and throughout the school. The Leadership Team will operate with an agenda, keep minutes, stay focused, and follow through with the decisions made in the meetings.

4

3/6/15

Instructional Teams for each grade level and special education/activities will be formed.

Complete 07/20/2016

Pam Wilson

07/20/2016

Notes: Instructional Teams are formed consisting of each grade level. One team member will be appointed as "team lead" to provide an agenda, take meeting minutes, help the team stay focused, and to ensure the team follows-up to what plans are made during the meeting. Teams will discuss students to ensure instruction is planned accordingly and improvements are made over time. They will be guided by a common purpose and share a common vision, that reflects what the school should be like. The Instructional Teams will meet weekly, on Wednesday, during a shared planned time. Instructional Team leaders are Marsha Moses (kindergarten), Brenda Steinsiek (1st grade), Kaci Moore (2nd grade), Jennifer Holowell (3rd grade), Christi Lyons (4th grade), Kimberly Noblitt (special education), Robin Casteel (wellness), Liz Jones and Debbie Cooper (activities).

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID02		The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school uses a variety of assessments throughout the year to determine proficiency of standards taught. Results are reviewed by the teams to determine mastery of content and make adjustments in instructional plans as needed. Formative assessments (formal and informal) are also given throughout units. Pre-assessments, formative, and summative assessments are given in areas of mathematics, reading (DIBELS, Developmental Reading Assessment, Oral Reading Fluency, etc.), word study (Developmental Spelling Assessment), social studies, and science. Annual assessments such as state standards assessments and standardized achievement tests are given each April.</p> <p>ACT Aspire Interims will be given 3 times throughout the year with the final Assessment taking place in April. Both third and fourth grade students take these Interims.</p> <p>MAPS assessments will be given 3 times throughout the school year with the final Assessment taking place in April. Our Kindergarten-Second grade students take these assessments.</p> <p>Data from these assessments will be reviewed during grade level PLCs. The staff will use this data to plan for further instruction and instructional grouping.</p>	Limited Development 03/29/2016		
<i>How it will look when fully met:</i>		Students in 3rd and 4th grade will be given interim ACT Aspire assessments to monitor progress in mathematics, reading, writing and science. Students will also be given interim assessments using Edulastic to monitor progress in reading. MAPS Assessments will also be given for K-2.		Haley Beavert	12/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	3/27/17	Students in 3rd and 4th grade are given district-wide assessments throughout the year to monitor progress in preparation for the ACT Aspire assessment in April. During PLC meetings, teacher and administrators analyze data and discuss areas for improvement and intervention possibilities.		Haley Beavert	12/31/2018
Notes:					

	IID03	Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>Within 24 hours of submitting the students Interim assessments the teachers have access to their class scores. The students scores are discussed during PLC meetings. Further instruction is determined based off of the assessment scores. Teachers are able to get a time in point report on where each individual student is struggling or succeeding.</p> <p>The data/scores for the MAPS assessments are also quickly reported. The staff is able to log into the MAPS database and see their individual students reports.</p>	Limited Development 11/29/2017		
	<i>How it will look when fully met:</i>	<p>As the school year has progressed, the teachers are able to log onto their ACT Aspire/MAPS portal and get their classroom scores on their own. The staff is feeling more comfortable with the process and how to retrieve the data as they need it.</p> <p>The teachers will eventually be able to move their students into various groups based off of the assessment pieces that are in place. They will be able to know where each student is academically and be better able to meet each students needs.</p>		Haley Beavert	12/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	4/30/18	Data from both the ACT Aspire Interims as well as MAPS will be distributed to the teachers. The data will be studied and analyzed during weekly PLC meetings. The data will be used to drive instruction and to help create academic groups.		Haley Beavert	12/31/2018
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID03	The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Through analyzing our data we were able to notice a trend within our second grade students. We had a large number of second grade students who were struggling with math concepts. Our Math Interventionist normally pulls small groups of up to 6 students in order to serve those students in intervention. This year we decided to have the math interventionist push into the second grade classrooms. The idea was that she could possibly end up seeing/serving more students if she pushed into the classroom and did math stations with the teacher. Our math interventionist is able to see 38 students/2 days a week by pushing into the classroom. If the interventionist was pulling students out of the classrooms then she would only be serving about half of that number.	Limited Development 04/30/2018		
<i>How it will look when fully met:</i>		If this push in model is successful then we will see an increase in second grade assessment scores. The students will grow in math strategies and be able to solve grade level material.		Haley Beavert	12/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	4/30/18	Holly Woodruff, Math Interventionist, will push into the second grade classrooms to serve students instead of pulling groups of students out for intervention.		Haley Beavert	12/31/2018
<i>Notes:</i>					