

## Comprehensive Progress Report

**Mission:** Through relationships with children, families, and the community, we will provide a safe, nurturing and positive environment where everyone is loved, valued, and successful and where every person strives to meet high expectations. Our purpose is to inspire a passion for lifelong learning in an ever-changing society.

**Vision:**

**Goals:**

Alter the text and click the update link on the left



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID01	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All Students K-4th grade are assessed in Reading and Math with NWEA MAP, Phonics First assessments, and ACT Aspire for 3rd and 4th grades.	Limited Development 10/12/2018		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When this objective is fully met benchmarks and guidelines will be in place for decision making and student placement to provide specific, targeted interventions. Decisions will be data driven. The system will be implemented with fidelity. When it is fully in place educators and service providers will be working together and students will improve academically.	<b>Objective Met 05/01/19</b>	<b>Jill Fletcher</b>	<b>05/20/2019</b>
<b>Actions</b>					
	10/12/18	We have created an RTI committee and will meet weekly to analyze data and make data driven decisions for student placement.	Complete 05/01/2019	Jill Fletcher	05/01/2019
<i>Notes:</i>					
	11/6/18	All students K-4th grade are given NWEA MAP in Math and Reading three times per year to assess growth. Students in 3rd and 4th grade are given the ACT interims twice a year and the summative ACT Aspire at the end of the year. Students are also assessed with Phonics First assessments to determine placement in intervention groups based on data collected.	Complete 05/01/2019	Carol Skiba	05/20/2019
<i>Notes:</i>					
<b>Implementation:</b>			05/01/2019		

<b>Evidence</b>		5/1/2019 We have a Google Doc that has kept a record of all meetings. We also have a Google doc that is a record of all interventions given during Walk to Intervention.			
<b>Experience</b>		5/1/2019 We have met for RTI meetings throughout the year. Our final RTI will be for students being considered for retention.			
<b>Sustainability</b>		5/1/2019 We will continue to collect and analyze data in the upcoming years to provide targeted interventions and make decisions.			
<b>!</b>	<b>IIID02</b>	<b>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.(5194)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		In order to address and meet the needs of students in the Tier 1 classroom, we collaborate during team meetings, PLC meetings, TESS observations and reflection, and faculty meetings. We also analyze data from MAP testing, ACT Aspire, and Phonics First assessments and common assessments.	Limited Development 11/09/2018		
<b>How it will look when fully met:</b>		All students will be receiving the support and interventions they need in order to show growth and be successful. We will need data from NWEA MAP, ACT Aspire and summative, Common Assessments, Phonics First assessments along with formative classroom assessments to provide the evidence that students are growing and achieving. Each student's individual needs across all tiers will be addressed and the achievement gap will narrow and student growth will occur.		<b>Carol Skiba</b>	<b>05/20/2019</b>
<b>Actions</b>			<b>3 of 5 (60%)</b>		
4/17/19	RISE (Science of Reading) research supports all tiers of instruction. Our whole group students are working on comprehension, vocabulary and fluency. Our small groups are focused on interventions for decoding with decodable texts and Flyleaf decodable texts and encoding with Phonics First instruction.			Jill Fletcher	05/17/2019
<b>Notes:</b>		Our Principal is a RISE trainer. We have many teachers trained in the Science of Reading. This research is implemented in classrooms through Phonics First and the use of decodable texts on a daily basis. Teachers who have not been trained in RISE at this time are supported with coaching and professional development during PLCs.			
11/9/18	We have incorporated Walk to Intervention to address the targeted, specific needs of students		<b>Complete 05/01/2019</b>	Melissa Boroughs	05/20/2019
<b>Notes:</b>					
11/9/18	Teachers meet to discuss students progress and groupings to determine if intervention is successful or if placement is appropriate.		<b>Complete 05/01/2019</b>	Melissa Boroughs	05/20/2019

<i>Notes:</i>					
11/9/18	The RTI team meets bimonthly to discuss SPED, Dyslexia, or Speech referrals. Their individual needs are aligned to the appropriate tier placement	Complete 05/01/2019	Whitney Malham	05/20/2019	
<i>Notes:</i>					
4/26/19	Teachers will be trained through RISE and Phonics First and Science of Reading modules on IDEA		Jill Fletcher	06/01/2020	
<i>Notes:</i> Some of our teachers have already completed RISE training. Others are signed up for the RISE PD over the summer.					
	<b>IIID03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>We look at student data (MAP scores, Aspire, Phonics First, Classroom formative assessments and observations)</p> <p>Leadership team meets bimonthly to update Google Doc and assign interventions and adjust any necessary changes based on data and teacher observation in the intervention group.</p> <p>Students are assigned to interventions based on need. Some students receive multiple interventions which can include after school tutoring program, Walk to intervention, small group in classroom and small group in a grade level that accommodates that specific need.</p>	Full Implementation 02/08/2019		

	IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Teachers have been trained in MAP and Phonics First training.</p> <p>PLC meetings are composed of grade level teams of teachers.</p> <p>RTI meetings are composed of principal, APIF, IIF, counselor, interventionists.</p> <p>Kid Talk meetings are composed of Administrators and teachers along with Instructional coaches.</p>		Limited Development 11/06/2018		
	<p>Priority Score: 3                      Opportunity Score: 3</p>		Index Score: 9		
<b>How it will look when fully met:</b>	<p>RTI teams, PLC teams, Grade Level teams meet regularly to look at student data.</p> <p>Teams will group students and place them in intervention/enrichment groups during 30 Minutes to Win It. These groups will be flexible and will change based on student data.</p>		<b>Objective Met 05/01/19</b>	<b>Melissa Boroughs</b>	<b>05/20/2019</b>
<b>Actions</b>					
1/11/19	Students will be placed according to their need in intervention and as a result they will show progress on summative assessments.		Complete 05/01/2019	Melissa Boroughs	05/18/2019
<i>Notes:</i>					
1/11/19	Instructional Coaching has been put in place in classrooms to enhance tier 1 classroom instruction.		Complete 05/01/2019	Jill Fletcher	05/18/2019
<i>Notes:</i>					
<b>Implementation:</b>			05/01/2019		
<b>Evidence</b>		5/1/2019 Students received interventions throughout the year based on data. Coaching was utilized as well in efforts to target specific needs and deficits (based on student data) within tier I instruction			
<b>Experience</b>		5/1/2019 Students were placed for appropriate interventions based on test data, Phonics First data and teacher observations. During coaching, coach and teachers used data to determine which students to work with and how to improve tier I instruction based on data.			

<b>Sustainability</b>	5/1/2019 Teachers will continue to meet and collaborate to provide targeted interventions based on data. Coaching efforts will continue through looking at student data to determine best strategies.			
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<b>Core Function:</b>	<b>Student-Focused Learning</b>			
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<b>Effective Practice:</b>	<b>Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency</b>			
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SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	Staff members are in the process of learning and understanding the impact of Social/Emotional Learning on our students and ways that we can support student growth in that domain.	Limited Development 10/16/2017		
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	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	Staff will be fully aware of how Social/Emotional issues can impact student learning. Based on research, students academic learning will improve when social/emotional issues are prioritized. Students will be more self aware of their emotions. Students will show more meaningful engagement because of strong rapport with staff.	<b>Objective Met 10/05/18</b>	<b>Jill Fletcher</b>	<b>05/31/2018</b>
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<b>Actions</b>				
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10/16/17	Every staff member received a copy of Seed Digging by Shawna Burns over the summer and were expected to read for professional development discussion on first day of Back to School training.	Complete 08/07/2017	Jill Fletcher	08/07/2017
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<i>Notes:</i>				
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10/16/17	Professional Development for staff	Complete 10/10/2017	Amanda Cross	08/07/2017
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<i>Notes:</i> Professional Development was provided by the counselor over the Seed Digging book during back-to-school training. Scenarios of actual student situations were discussed. A skit was performed to show how social/emotional issues can effect students at school. October 10, 2017 Brian Faught, a motivational speaker came to the faculty meeting to discuss "Just Do the Right Thing" and point in time interventions to redirect student behavior.				
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3/14/18	Parent/Teacher conferences were strategically planned to have an administrator or counselor attend each conference for students struggling with social/emotional issues.	Complete 03/15/2018	Jill Fletcher	03/15/2018
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*Notes:* Ms. Fletcher, Mrs. Skiba and Mrs. Cross went through teacher conference schedules to strategically plan for an administrator or counselor to attend conferences for students who are struggling with behavior or academic issues related to social/emotional learning. Administrators also attended conferences to give positive reports to parents whose children have made gains.

1/29/18	Starfish Students are paired with faculty mentors to connect with them and provide social/emotional support for them.	Complete 05/18/2018	Amanda Cross	05/18/2018
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*Notes:* Students are identified as children with social/emotional issues and nominated to be a Starfish Student. Members of the faculty choose a student they wish to mentor throughout the year. The mentors connect with the child throughout the year.

12/4/17	Wall of Honor (Wall Display) Students are nominated monthly. Their nomination forms are displayed on the Wall of Honor for the month.	Complete 05/24/2018	Amanda Cross	05/28/2018
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*Notes:* Every month students from each class are nominated for going above and beyond and displaying one of the just do the right thing principles. Students celebrate with a party. Parents are invited. Parents can read their nominations that are displayed on the wall of honor.

12/4/17	Students sign the Superhero Wall (wall display) when they earn Superhero Status	Complete 05/24/2018	Carol Skiba	05/28/2018
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*Notes:* Students are nominated for any pro social behavior observed by teachers or staff. Students are recognized over the intercom during morning announcements for their good deed, a postcard is sent home to parents, students sign the Superhero Wall. Their picture is taken and put on social media for earning Superhero Status

12/4/17	Incentive Award Assembly	Complete 05/24/2018	Carol Skiba	05/28/2018
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*Notes:* Students are nominated for academic and character awards. Their names are called during a school-wide assembly. They receive icons that represent their earned award to clip on backpacks.

10/16/17	Character education and core values incorporated with pro-social behaviors addressed each morning over the intercom through morning announcements and are student led.	Complete 05/24/2018	Carol Skiba	05/31/2018
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*Notes:* Students are reminded of Just Do the Right Thing principles over the intercom each morning. Students are also recognized for earning Superhero Status over the intercom. They are nominated by staff when they are caught exhibiting pro-social behaviors. The student is recognized by name and by what they did to be nominated. The student then signs the Superhero wall after announcements and a postcard is sent to parents to inform them of the nomination.

<b>Implementation:</b>		10/05/2018		
<i><b>Evidence</b></i>	10/5/2018			
<i><b>Experience</b></i>	10/5/2018			
<i><b>Sustainability</b></i>	10/5/2018			