

Comprehensive Progress Report

Mission:

Our mission is to ensure that all students are productive and successfully transition to high school. This will be accomplished by holding high expectations from all major stakeholders - students, parents, community and staff - and by providing developmentally appropriate instruction for each and every student.

Vision:

Our vision is to promote a safe learning environment where all children can succeed. The ultimate goal is to teach children to be responsible self-directed learners and leaders who can adapt to an ever-changing society.

Goals:

By end of year 2022-2023, our EC population will show an increase in proficiency by 3% in reading from 12.2% to 15.2% (A2.16, A3.01, A3.10)

By end of year 2022-2023, our students will increase our overall reading proficiency by a minimum of 4% from 41.9% to 45.9% (A2.16, A3.01, A3.10)

By end of year 2022-2023, SES would like to improve our overall Leader in Me score on the MRA by no less than 5% from 74% to 80%. (A4.04, D2.05)

By end of year 2022-2023, our ESL population will show an increase in proficiency by 3% in reading from less than 5% to at least 8% (A2.16, A3.01, A3.10)

**KEY indicators for ALL Schools**

! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|---|-----|-------|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | | High expectations for all staff and students | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | <p>Schoolwide CODE/LEAD is being used within classrooms.</p> <p>Monthly behavior meetings are occurring by grade level and led by counselor, MTSS Director, Coaches, Admins, and grade level teachers along with support staff</p> <p>School wide Behavior plan shared with all staff</p> | Limited Development 10/12/2022 | | |
| <i>How it will look when fully met:</i> | | | Fewer behaviors resulting in office referrals and time spent out of the classroom by students. Educator Handbook data will reflect this. | | Stacy Miller | 06/01/2023 |
| <i>Actions</i> | | | | | | |
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| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|---|-----|-------|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | | Curriculum and instructional alignment | | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | At present in October 2021, grade level teachers are meeting weekly, if not daily. At the middle grades level, content area teachers are meeting district wide at least once a month for PLCs. A goal to include EC and ELL teachers in these meetings. | Limited Development 10/07/2021 | | |
| <i>How it will look when fully met:</i> | | | When this objective is fully implemented, all stakeholders including regular ed, EC, and ELL teachers will meet to plan standards-aligned instruction for students at each grade level and content area. We will have PLC notes, updated pacing guides, Planbook notes, and addressed IEP goals to ensure this goal is being met. | | Stacy Miller | 06/10/2022 |
| <i>Actions</i> | | | | | | |
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| <i>Notes:</i> | | | | | | |

| 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 |
| <i>Initial Assessment:</i> | | | Teachers across all grade levels have an understanding of and implement Tier I Core Instruction according to our district plan. Teachers across all grade levels understand Tier II and Tier III support structures for students and what those look like. Time is set aside during each school day for Tiered Interventions, as part of the Master Schedule. Teachers collect data on interventions and their impact on student progress. Tier I Instruction is evaluated with common assessments that are completed quarterly across grade levels. We are currently refining the Tier II and III support structures, as well as beginning to implement Tiered Instruction/Intervention that addresses student social and emotional needs. We have launched a needs assessment for SEL needs for our students this year, in the fall of 2020. | Limited Development 11/30/2020 | | |
| | | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| <i>How it will look when fully met:</i> | | | When this objective is fully met, all teachers will present Tier I instruction, and will implement a clearly defined set of Tier II and Tier III interventions for students. Student progress will be monitored through the use of common assessments, and yearly assessments will be completed for academics and social emotional needs for students in the form of universal screening tool. The data from these will be used to guide student curriculum needs decisions and social emotional supports decisions. We will be able to target what students need what instruction and interventions by monitoring their data on a monthly and even weekly basis through our PLC groups. | Objective Met 11/01/21 | Stacy Miller | 06/30/2022 |
| <i>Actions</i> | | | | | | |
| | 11/30/20 | Create time in Master Schedule for Tiered Interventions at each grade level. | | Complete 09/15/2020 | Dustin Webb | 09/15/2020 |
| <i>Notes:</i> | | | | | | |
| | 11/30/20 | Implement universal screener for academics for all students. | | Complete 08/02/2021 | Stacy Miller | 12/15/2020 |
| <i>Notes:</i> | | | | | | |

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| 11/30/20 | | | Create a digital data wall that houses student common assessment data that will be used to make instructional decisions for students. | Complete 08/02/2021 | Stacy Miller | 01/31/2021 |
| Notes: | | | | | | |
| 11/30/20 | | | Implement universal screener for social emotional needs for students. | Complete 12/17/2021 | Stacy Miller | 03/15/2021 |
| Notes: | | | | | | |
| Implementation: | | | | 11/01/2021 | | |
| Evidence | | | 10/7/2021 administration of the DESSA mini in fall of 2020 and 2021. | | | |
| Experience | | | 10/7/2021 For the past two years, our 3/6/9 grade teachers have completed the DESSA mini on their homeroom students. Other grade level teachers have had access to it as well for students who made need Tiered intervention for SEL needs. | | | |
| Sustainability | | | 10/7/2021 Continued access to the DESSA mini and DESSA for identified students by the district. | | | |
| | 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: | | | Small groups are being provided by the school counselor. Grade level teachers bring students of concern to Behavior Meetings. Grades 3 and 6 complete the DESSA 3x a year. | Full Implementation 10/12/2022 | | |
| | KEY | 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Informal meetings occur from grade level to grade level where teachers discuss data, behaviors, attendance, and medical concerns. | Limited Development 10/12/2022 | | |
| How it will look when fully met: | | | Vertical planning day will occur at the end of the year to discuss student transition from grade to grade. During these meetings, teachers will discuss academic data, behavior data, attendance data, and medical data. | | Stacy Miller | 05/31/2023 |
| Actions | | | | | | |
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| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|-----|-------|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Administration, Coaches, and Teacher Leaders will meet twice a month before or after behavior meetings to address concerns about implementation practices. | Limited Development 10/12/2022 | | |
| How it will look when fully met: | | | Agendas and minutes will be used as data of on going meetings in order to address concerns and implementation practices. | | Stacy Miller | 05/31/2023 |
| Actions | | | | | | |
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| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Recent review of the master schedule and hearing concerns of students, teachers, and parents meant creating and implementing a new schedule for the 2nd nine weeks. Teachers have grade level planning sessions, duty free lunches, and either bi-monthly or monthly morning and afternoon duties. | Full Implementation 10/12/2022 | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---------|-------|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| ! | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | School administrators and instructional coaches routinely observe and offer feedback on classroom instruction through formal observations as well as walk-throughs. This is to observe both formative assessment, classroom instruction, and management. | Limited Development 10/07/2021 | | |
| <i>How it will look when fully met:</i> | | | All summative observations for teachers will be completed by the middle of May 2022. Administrators will have completed 3 walkthroughs per teacher per grading period for the year 2021-2022. Fidelity checks will have been completed by instructional coaches as well. | | Stacy Miller | 06/10/2022 |
| Actions | | | | 0 of 3 (0%) | | |
| | 10/7/21 | | Observations and Summatives complete by May 2022. | | Stacy Miller | 06/10/2022 |
| | | | <i>Notes:</i> | | | |
| | 10/7/21 | | 3 Walkthroughs per grading period | | Stacy Miller | 06/10/2022 |
| | | | <i>Notes:</i> | | | |
| | 10/7/21 | | Fidelity checks | | Leigh Ann Dixon | 06/10/2022 |
| | | | <i>Notes:</i> | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|-----|-------|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | 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> | | | It is happening at the grade levels much more efficiently and effectively than it is across the whole school. With that said, we do think that this is an easily addressed goal as it means having grade spans sit down together to review data of all kinds. | Limited Development 10/12/2022 | | |
| <i>How it will look when fully met:</i> | | | We hope to come out of low performing and increase our school wide grade. The whole school will own the data rather than by grade level. We will use EVAAS, mCLASS, District assessments, iReady, etc. to help us monitor and achieve this goal. | | Stacy Miller | 05/31/2023 |
| <i>Actions</i> | | | | | | |
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| <i>Notes:</i> | | | | | | |

| 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 |
| <i>Initial Assessment:</i> | | | <p>Teachers send home Dojos, Reminds, emails, phone calls, and newsletters to inform parents of what they are focusing on, attendance, behavior, and academic information.</p> <p>At the whole school level, we use Facebook, connect-eds, letters, Title 1 monthly newsletters to communicate with parents how they can best support their student at home.</p> | Full Implementation 10/12/2022 | | |