

Comprehensive Progress Report

Mission: A unified school committed to teaching all students at the highest levels of learning.

Vision: Sharon Elementary is committed to developing 21st century leaders

Goals:

- A 4.01 Target Goal: At least 80% of students in grades K-2 will be proficient on their EOY reading comprehension assessment.
- A 4.01 Target Goal: At least 80% of students in grades 3-5 will be proficient on the Math EOG
- A 4.01 Target Goal: At least 85% of students in grades 3-5 will be proficient on the Science EOG
- A 4.06 Target Goal: The yearly total number of office discipline referrals will not exceed 40.
- A 4.01 Target Goal: At least 70% of students in grades 3-5 will be proficient on the Reading EOG
- A 4.01 80% of Tier 3 students in Corrective Reading in grades 4 and 5 will achieve their expected growth in Reading on the i-Ready EOY assessment.
- A 4.06 Begin tracking the correlation of number of ODRs and number of stickers given out.
- A 4.01 80% of Third grade students in Corrective Reading will meet their expected growth on the EOY DORF assessment.
- A 4.01 80% of Tier 3 students in Number Worlds in grades 4 and 5 will achieve their expected growth in Math on the i-Ready EOY assessment.



! = 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>		We have developed school wide SOAR expectations. Classroom rules are aligned to these SOAR expectations. Our MTSS goal team have developed SOAR lesson plans to teach these expectations. Next step is to develop a school wide reinforcement system for the expectations.	Limited Development 09/19/2017			
How it will look when fully met:						

Actions			
Notes:			

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
Initial Assessment:		<p>2017-18-Currently, the master schedule has a Tier II intervention time built in for grades 1-5. There is no Tier III intervention time built into the master schedule. Currently, we have 2 weekly PLC's. One focused on planning and the second focused on Tiered students. Core reading instruction consist of Guiding Reading and resources are used every year to upgrade our guided reading library.</p> <p>2018-19- Last year we began to implement a Tier 3 time for Reading and Math- both 2x a week. This year we are looking to increase the time for our Tier 3 programs to 4x week each for math and reading. We still have a weekly planning PLC and a second MTSS PLC that meets 2-3 times per month.</p> <p>2019-2020 Our Tier 3 time will continue this year with a decrease in time from 45 min. to 30 min. and no student will be pulled out of any CORE instruction for this intervention. Our Tier 2 time is embedded at the end of our CORE time. We increased our CORE time from about 90 min. to about 120 min. Tiers 2 and 3 will occur 4 times a week for Math and Reading. We still have a weekly planning PLC and a second MTSS PLC that meets 2-3 times per month</p>	Limited Development 06/09/2017		
How it will look when fully met:		<p>When fully implemented, we will have an efficient intervention process in place that provides intervention to students, has a progress monitoring and data analysis system, and has fidelity measures.</p> <p>The master schedule Currently includes a daily Tier II and Tier III intervention block for 1st-5th. Direct instruction programs are being implemented in grades 3rd-5th for Tier 3, Number Worlds and Corrective Reading. Our MTSS PLC involves reviewing/analyzing student data. A svstematic process to move students through the Tier</p>		Kevin Brown	05/29/2020

process and Direct Instruction program is completed in PLCs and also through the MTSS Academic Goal Team which was created last year.

This school year we are planning to increase the effectiveness of our Tier 3 interventions for grades K-3rd with our Letterland Intervention Kit. We will continue to implement the MTSS Academic Goal Team to review individual student Tier 3 data.

Actions		85 of 98 (87%)		
<i>Notes:</i>				
5/21/19	Reading Goal team will analyze the End of Grade Reading results for 2018-2019.	Complete 06/14/2019	Rebekah Pierce	06/12/2019
<i>Notes:</i>				
5/21/19	Reading Goal team will create non-negotiables of a Guided Reading Lesson.	Complete 09/17/2019	Kevin Brown	09/15/2019
<i>Notes:</i>				
5/21/19	Teachers will begin a book study on The Next Step Forward with Guided Reading, by Jan Richardson. All Classroom teachers will read Chapter 1 by September 10th. Training and book discussion will occur during PLCs on September 17-18	Complete 09/17/2019	Jessica Park	09/19/2019
<i>Notes:</i>				
8/27/19	Letterland coaching observations for K-2 teachers will occur the week of 9/16-9/20.	Complete 09/17/2019	Dianne Stewart	09/20/2019
<i>Notes:</i>				
9/24/19	K-2 teachers receive district training on Letterland		Sherrie Earwood	09/26/2019
<i>Notes:</i>				
8/27/19	All classroom teachers will read the Pre-A Reader section for our book study by October 8th. PLC discussion and training on this section will occur on October 8th and 9th.		Teresa Shook	10/10/2019
<i>Notes:</i>				
8/27/19	Guided Reading Coaching observations from the Instructional Coach will occur during the week of 10/7-10/11 with feedback to follow.		Kevin Brown	10/18/2019
<i>Notes:</i>				
8/27/19	Letterland coaching observations will occur the week of 10/28-11/1 with feedback to follow.		Teresa Shook	11/08/2019
<i>Notes:</i>				

	8/27/19	All classroom teachers will read The Emergent Reader section for our book study by November 12th. PLC discussion and training on this section will occur on November 12th and 13th.		Jodi Gallyon	11/14/2019	
	<i>Notes:</i>					
	8/27/19	Guided Reading Coaching observations from the Instructional Coach will occur during the week of 12/9-12/13 with feedback to follow.		Amy Lynch	12/18/2019	
	<i>Notes:</i>					
	8/27/19	All classroom teachers will read the Early Reader section for our book study by January 14th. PLC discussion and training on this section will occur on January 14th and 16th.		Amy Lynch	01/17/2020	
	<i>Notes:</i>					
	8/27/19	Letterland coaching observations will occur the week of 2/17-2/21 with feedback to follow.		Kevin Brown	02/17/2020	
	<i>Notes:</i>					
	8/27/19	All classroom teachers will read the Transitional Reader section for our book study by February 18th. PLC discussion and training on this section will occur on February 18th and 19th.		Sherrie Patterson	02/20/2020	
	<i>Notes:</i>					
	8/27/19	Guided Reading Coaching observations from the Instructional Coach will occur during the week of 3/9-3/13 with feedback to follow.		Jodi Gallyon	03/20/2020	
	<i>Notes:</i>					
	8/27/19	All classroom teachers will read the Fluent Reader section for our book study by March 24th. PLC discussion and training on this section will occur on March 24th and 25th.		Dianne Stewart	03/26/2020	
	<i>Notes:</i>					
	8/27/19	All classroom teachers will read the Move Forward section for our book study by April 1st. PLC discussion and training on this section will occur on April 1 during Early Release Day Training.		Kevin Brown	04/02/2020	
	<i>Notes:</i>					
	8/27/19	Letterland coaching observations will occur the week of 3/23-3/27 with feedback to follow.		Amy Lynch	04/04/2020	
	<i>Notes:</i>					
	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:	There are school wide behavior expectations that have been in place for 4 years. School wide expectations are posted throughout the school. Most teachers have classroom rules aligned to the school expectations. There is a process in place to document Level 1 behaviors. Classroom versus office management behavior document is in place. Tier II services such as check in/check out are used for students that need extra behavioral support. This is our 3rd year of a school wide sticker reinforcement system.	Limited Development 06/09/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully met we will have an easy to understand, consistent plan to handle Tier I behaviors. There will be a defined guideline in place to move students through Tiers for behavioral concerns. All classrooms will have classroom rules aligned to school wide expectations and a defined classroom behavior management system. A school wide recognition system will be put into place to recognize classrooms. Student behavior will be tracked in RtI Stored.		Melissa Triplett	05/29/2020
Actions		61 of 70 (87%)		
	<i>Notes:</i>			
5/21/19	Administration to share results of our team decision/SIT decision.	Complete 06/10/2019	Jason Humphrey	06/10/2019
	<i>Notes:</i>			
1/15/19	MTSS Behavior Goat Team will analyze attendance & discipline data for the month.	Complete 06/11/2019	Melissa Triplett	06/11/2019
	<i>Notes:</i>			
1/15/19	Update ODR and sticker correlation.	Complete 06/12/2019	Melissa Triplett	06/12/2019
	<i>Notes:</i>			
1/15/19	Grade levels to complete the EOY evaluate & plan section of the Behavior Tier I in RtI	Complete 06/12/2019	Melissa Triplett	06/12/2019
	<i>Notes:</i>			
8/27/19	Leadership completed CPI Training	Complete 08/29/2019	Jason Humphrey	08/30/2019
	<i>Notes:</i> Humphrey and Brown will go to CPI training August 29th and 30th.			
8/27/19	Purchase sheet of Thunderbird stickers for each teacher.	Complete 08/30/2019	Jason Humphrey	08/30/2019
	<i>Notes:</i> Humphrey to purchase stickers.			
8/27/19	School Wide Behavior Matrix needs to be reviewed with students for all areas of the school (including buses, cafeteria, playground, hallway, bathroom).	Complete 09/17/2019	Stacy Martin	09/06/2019

	<i>Notes:</i> Staff will initial google doc for fidelity.			
8/27/19	Behavior Consequences need to be visible or built into your already classroom management system (clip chart).		Melissa Triplett	09/06/2019
	<i>Notes:</i> Humphrey and Brown will add this to their walkthroughs.			
9/17/19	Admin visit Celeste for Morning Meetings	Complete 09/17/2019	Kevin Brown	09/17/2019
	<i>Notes:</i>			
8/27/19	Suicide Prevention & Mental Health Training		Jason Humphrey	09/30/2019
	<i>Notes:</i> All staff will receive district training on Suicide Prevention and Mental Health awareness.			
1/15/19	MTSS Behavior Goal Team will analyze attendance & discipline data for the month.		Jamie Wike	09/30/2019
	<i>Notes:</i> Team will analyze data to look for ways to improve.			
8/27/19	Morning Meetings - visits to Celeste to observe.		Jason Humphrey	09/30/2019
	<i>Notes:</i> Humphrey, Brown, Triplett and other staff members will visit Celeste to get a better understanding on the expectations.			
8/27/19	Classroom Rules need to be posted and aligned to SOAR expectations.		Rebekah Pierce	09/30/2019
	<i>Notes:</i> Humphrey & Brown will check during their walkthroughs.			
8/27/19	Tier 1 Behavior Plans to be added to RtI.	Complete 09/24/2019	Kevin Brown	09/30/2019
	<i>Notes:</i> Triplett will add the steps for Tier 1 Behavior (along with the ODR data) to RtI Stored.			
8/27/19	Morning Meetings to begin in each classroom.		Melissa Triplett	10/18/2019
	<i>Notes:</i> Each classroom will begin their morning meetings.			
8/27/19	Process to check completion of Morning Meetings.		Angela Sizemore	10/30/2019
	<i>Notes:</i> MTSS Behavior team will define the process to check fidelity of the implementation of Morning Meetings.			
8/27/19	Counselor and EC teacher to attend CPI Training		Melissa Triplett	11/22/2019
	<i>Notes:</i> Patton and Triplett will attend CPI training end of November.			
1/15/19	Grade levels to complete the mid year Evaluate & Plan section of the Behavior Tier I in RtI		Kevin Brown	01/06/2020
	<i>Notes:</i>			
Implementation:		02/12/2019		
Evidence	2/12/2019 RtI stored			

Experience		2/12/2019 Completed during Data Day			
Sustainability		2/12/2019 Keep eye on ODR's and whether we need to move students through the Tier system			
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:		We provide Kindergarten registration for incoming kindergarten students as well as staggered entry during the first week of school. We also take 5th grade students o the middle school for orientation fora day at the end of the school year. Our 5th graders change classes as we departmentalize for reading and math.	Limited Development 09/19/2017		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

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:		Teams are structured at grade and school level for the purpose of data analysis and decision making. Decisions made based on data and aligned to school improvement plan. Curriculum planning is completed in teams and data on school and district initiatives are reviewed	Limited Development 09/19/2017		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Very low turnover rate at Sharon. Currently we do not get to replace the positions if we do lose people. We continue to market our school as a small, hard working community focused school as we try to recruit out of district students to improve our enrollment.	Limited Development 09/19/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Newsletters and curriculum are regularly sent home, although their is no formalized process. Planners and the communication folders are purchased through the school and are used in all classrooms. We have a Reading Night and regularly use ConnectED to communicate with parents. Teachers are required to conference with parents once per semester. Our school library and computer lab are open during the summer for our students to come in a work/read. We have a summer book exchange.	Limited Development 06/09/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented the school will provide ongoing opportunities for parents to better understand the curriculum , how to help their child at home, and how their child is doing in the classroom. The school will solicit feedback from parents and staff when developing the teacher/parent compact. Staff will refer to the compact when discussing student performance with parents. There will be a systemic process for sending grade levels and admin sending newsletters home. Staff will conference with each parent at least once per semester.	Objective Met 09/11/18	Jason Humphrey	06/08/2018
<i>Actions</i>					

Implementation:		09/11/2018		
Evidence	1/9/2018 Conference data: Adams 21/21, Park 22/22, Iglesias 17/19, Lynch 19/19, Patterson 17/17, Wike 17/17, White 21/21, Sizemore 22/22, Gallyon 26/26, Sudman 27/27, Shook 27/27. 98% for Spring Conferences https://docs.google.com/spreadsheets/d/1bsGUIVv1x9zi-o-iqPbnR0bsk_YAgJlph_n13upNXtE/edit#gid=513425503			
Experience	1/9/2018 All teachers have had a conference with all parents face to face, email, or letter. Except for Iglesias who was on maternity leave. --- She met with parent before leave			
Sustainability	1/9/2018 Continue to conference with parents in the spring for second conference. Continue same plan for Spring and future years			