

Comprehensive Progress Report

Mission: Pressly's mission is to provide high academic expectations to all students in order to prepare them to be successful citizens. Pressly's will transition students who are respectful, productive, and positive individuals back to their traditional schools.

Vision: Pressly's vision is to offer a nurturing environment that fosters academic, social, and emotional growth.

Goals:
Pressly school will increase IReady proficiency and growth by 10% for math and reading for students K-8.
Reduce the number of Out of School suspension days by 10% based on the 2017-2018 school year data.



! = 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>		Currently using professional learning communities to address and perfect best practices, behavior monitoring systems are in place, classroom walk throughs are currently being scheduled. Parent/student intake meetings are conducted for enrollment/intake. Teachers are reviewing the expectations and rules posted in their classrooms quarterly and as students are enrolled. The behavior tracking system has been updated to track both positive behaviors and behaviors that need improvement. High school utilizes a bounce room to help manage classroom behaviors to prevent unnecessary office referrals and reduce behavior escalation.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		Reduce the number of Out of School suspension days by 10% based on the 2017-2018/baseline school year data. Every staff member consistently and effectively utilizes the behavior progress monitoring systems for positive behaviors and behaviors needing improvement. 100% of staff will have classroom procedures and policies posted. Common areas (ie. Cafeteria, Hallways, Gym, etc) will have general school procedures posted. For the mental health training component, pre and post surveys will be conducted and classroom walk-throughs will be utilized to determine the fidelity of implementation of the new evidence based strategies. 100% of the staff will participate in the training and implementation.		Mary Satterfield	06/08/2020
Actions			17 of 19 (89%)		
	9/18/17	All staff will be properly trained on the difference between classroom and behavior management versus office referrals.	Complete 02/19/2018	Mark Vaughn	01/05/2018

<i>Notes:</i>				
3/21/18	Due to concerns from the MTSS Team, the SIP Team asked staff to review and comment on the Office vs Classroom Referral behavior document. The revised Office vs Classroom Referral document will be sent out to all staff for consistent implementation.	Complete 05/16/2018	Mark Vaughn	04/20/2018
<i>Notes:</i>				
9/22/17	The number, type, and individual frequency of office referrals will be monitored and analyzed monthly to inform next steps.	Complete 04/27/2018	Lacinda Meledex	06/01/2018
<i>Notes:</i>				
9/22/17	Implementation of classroom and behavioral processes will be monitored via CWT.	Complete 06/01/2018	Jodi Little	06/01/2018
<i>Notes:</i> Other CWT monitors include Mark Grega and Toni Ingram.				
9/18/17	Analyze behavior tracking form to target trends and identify coaching and implementation needs. This will occur before the two SIP monthly meetings and review during the SIP meeting.	Complete 08/17/2018	Mark Vaughn	06/08/2018
<i>Notes:</i>				
3/2/18	The number of administrative placements will be monitored to compare with ODR data.	Complete 06/08/2018	Sandra Fox	06/08/2018
<i>Notes:</i>				
9/18/17	Identified staff will be CPI trained and certified based on the current course requirements.	Complete 06/15/2018	Mark Vaughn	08/03/2018
<i>Notes:</i> Staff will have to renew certification(s) once a year after initial course.				
9/20/18	Signs/Posters will be made and hung up in common areas. (cafeteria, gym, hallways) identifying student expectations	Complete 01/04/2019	Mark Grega	02/01/2019
<i>Notes:</i> Elementary and Middle school hallways are complete, the posters for the High school hallways have been ordered and will be hung up upon arrival. Last update stated High school posters should arrive by December. Signs for High school are in, they just need to be installed.				
12/11/18	Staff will review the school's policies and procedures with students at the start of the second semester.	Complete 02/06/2019	Mark Grega	02/06/2019
<i>Notes:</i> This action step helps staff with a possible increase of new students enrolling at the start of the new semester.				
Staff reviewed policies, dress code, and procedures with returning students and with new students during enrollment meetings.				
9/20/18	Monitor implementation and fidelity of behavior tracking system (2018-2019 school year).	Complete 05/29/2019	Mark Grega	06/07/2019

Notes: Grade Level Goal teams reviewed behavior tracking data on a monthly basis to look at incidents of behavior and frequencies.

High School has noticed a decrease in OSS days and Middle School has seen an increase in OSS days. Middle School has also seen a large increase in student enrollment.

9/20/18 Conferences will be held with staff by grade level to discuss incidents, interventions and further planning for students with high/frequent incidences.

Complete 05/29/2019

Mark Grega

06/07/2019

Notes: Grade level PLC's will meet to identify and review students who are having frequent behaviors/incidences and discuss trends in behaviors (time, subject, peers, staff, etc...) or areas identified as an area of concern. The grade level PLC's will provide to Leadership their findings weekly. Staff should be utilizing behavior tracking data to guide these conversations.

10/17/18 Staff will meet to follow up on classroom referrals versus office referrals with a focus on how staff should manage referrals and behavior tracking data to ensure fidelity in data collection.

Complete 05/29/2019

Mark Grega

06/07/2019

Notes: Middle school is currently holding after school detentions and silent lunches (as of 10/17/18).

High school PLC met on 3/14/19 & 3/07/19 to review bounce room procedures and data collection for this process.

High school has seen a decrease in the number of office referrals. Overall, there is a 29% decrease in office referrals for the fall semester compared to the year prior.

Reduced the number of OSS days from 441 to 282 from the prior school year.

81% decrease in reportable offenses.

9/20/18 Staff needs to attend mental health workshops/professional developments.

Complete 05/29/2019

Mark Grega

06/07/2019

Notes: Trauma and gang trainings have already occurred at the beginning of the 2018-19 school year. The following trainings are scheduled: CRM, Trauma Informed Schools, and Autism Awareness.

Autism Awareness training occurred on 10/11/18
 A licensed Alcohol and Addiction specialist will be visiting the school within the semester (tentative November 2018).
 CRM training occurred on 10/29/18.
 Addiction and Abuse and Mindful Meditation training occurred on 1/22/19
 MTSS Training for the week of 1/22/19
 Staff attended the Alternative Ed Conference (3/22/19)
 End of year behavior training (5/8/19) Behavior Doctor

3/20/19	High school will implement bounce procedures to allow for data collection and behavior tracking once students are removed from class.	Complete 05/01/2019	Hannah Gwyn	06/07/2019
<i>Notes:</i> These procedures include a bounce ticket, contract, and collection of these items. So, the bounce teacher can communicate with students every time a bounce occurs.				
4/3/19	Staff will correlate behavior tracker data to OSS dates.	Complete 05/29/2019	Sarah Evans	06/07/2019
<i>Notes:</i> This review will occur during the High School SIP Goal Team Meeting(s)				
5/1/19	Due to safety concerns and a lack of additional staff for high school coverage, the high school staff will no longer utilize the bounce room. This will now allow for additional coverage and adequate staffing throughout the school. High school staff will continue to supervise and monitor online students by disseminating students assigned to the bounce room to staff members who have agreed to place the students in their classroom for their assigned blocks.	Complete 05/24/2019	Jodi Little	06/07/2019
<i>Notes:</i>				
12/11/18	Behavior packets are used for students assigned in school suspension (ISS) to assist them with reflecting on the behavior(s) that led to their assignment of ISS.	Complete 05/29/2019	McNeill/Mills	06/15/2019
<i>Notes:</i>				
5/29/19	Modify and enforce dress code policy to reflect concerns from 2018-2019.		Jodi Little	09/27/2019
<i>Notes:</i>				
9/4/19	Staff will implement the mindfulness program.		Jodi Little	10/07/2019
<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>		Current staff members utilize district unit plan designed by curriculum leaders, beginning teacher mentors assist BT's with accessing the curriculum, baselines and benchmarks are used to to inform instruction. Content specific professional development is conducted during early release days.	Limited Development 09/14/2017			
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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>		Currently working on tier 1 interventions (core of academics & behaviors).	No Development 09/06/2017			
<i>How it will look when fully met:</i>		A strong core/tier one and tier two is established for academics and behaviors to support learning gaps. There is a limited number of referrals and consistent communication is maintained with parents about student abilities and progress. Student's academic and behavior deficits are addressed through progress monitoring.		Nancy Shearer	06/03/2020	
<i>Actions</i>			13 of 17 (76%)			
	9/6/17	Professional development implemented to inform staff of district guidelines and expectations of Multiple Tiered System of Support (MTSS).	Complete 02/19/2018	Toni Ingram	12/01/2017	
<i>Notes:</i>		An initial training was conducted for teachers. However, the classified staff training was completed on the date listed with the completion of this step.				
	9/22/17	IReady math and literacy diagnostic will be administered three times a year and data will be analyzed to determine the impact of core strategies and inform next steps.	Complete 05/17/2018	Toni Ingram	06/01/2018	
<i>Notes:</i>						

3/20/19	Elementary school will complete tier 1 of MTSS.	Complete 03/19/2019	Kathy Guerin	03/18/2019
	<i>Notes:</i> Elementary school staff used diagnostics to complete this action step.			
9/22/17	All secondary level teachers will meet with district/content coaches.	Complete 05/29/2019	Mark Grega	06/01/2019
	<i>Notes:</i>			
9/20/18	Implement SML (student monitoring log) processes for students (2018-2019 school year).	Complete 05/29/2019	J. Zimmerman	06/07/2019
	<i>Notes:</i> Elementary school is currently implementing a SML which a copy is sent home to parents. Middle school is currently implementing a SML for every student. High school will implement SML's for pending students with high/frequent behaviors.			
9/20/18	Implement check in and check out processes for applicable student(s) (2018-2019).	Complete 05/29/2019	Mark Grega	06/07/2019
	<i>Notes:</i> Should be turned in every 15 days.			
9/20/18	Monitor Level Literacy Intervention for Elementary students.	Complete 05/29/2019	Kathy Guerin	06/07/2019
	<i>Notes:</i> Elementary school is currently using running records to collect and monitor data. First report will be provided to administration by the end of the first quarter. Elementary school is still using the curriculum to collect and monitor data. Students have made growth through this program. So, the school will continue implementation.			
9/20/18	IReady math and literacy diagnostic will be administered three times a year for the 2018-2019 school year and data will be analyzed to determine the impact of core strategies and inform next steps.	Complete 05/29/2019	Nancy Shearer	06/07/2019
	<i>Notes:</i> Incoming students will need to be administered diagnostics for I-Ready within the first week of enrollment if previous diagnostics are not administered at their previous school. The second set of I-Ready diagnostics was delivered by the end of January. Middle School and Elementary school has completed tier 1.			
9/20/18	I-Ready and Ready curriculum will be implemented with middle and elementary school students.	Complete 05/29/2019	Nancy Shearer	06/07/2019
	<i>Notes:</i> Elementary and Middle school staff are currently implementing I-Ready, Ready, and Reflex Math curriculum (10/17/18). Elementary worked with Middle school to get the I-Ready data.			

9/20/18	All elementary level teachers will meet with district/content coaches/district personnel (2018-2019).	Complete 05/29/2019	Jodi Little	06/07/2019
	<i>Notes:</i> Content coach is currently meeting with elementary school teachers at least once a month with additional assistance provided upon request.			
4/3/19	Staff will look at the tiered levels for each student based on academic needs, attendance needs, and behavioral needs to determine if they are progressing to transition to their traditional school based on their performance and supports that are in place (2018-2019).	Complete 05/29/2019	Mark Grega	06/07/2019
	<i>Notes:</i> This will happen during every grade level PLC.			
4/3/19	Elementary School Staff is currently working with content coach to learn and implement a program (Learner Variability Program) that shows targeted interventions based on identified social-emotional deficits and academics deficits.	Complete 05/29/2019	Kathy Guerin	06/07/2019
	<i>Notes:</i> Elementary school is planning to implement this program with their tier 2 groups.			
4/3/19	Elementary School staff completed Tier 1 intervention plans for individual and small group instruction.	Complete 05/29/2019	Kathy Guerin	06/07/2019
	<i>Notes:</i>			
5/29/19	Elementary School staff completed Tier 2 intervention plans for individual and small group instruction.		Kathy Guerin	09/27/2019
	<i>Notes:</i>			
3/20/19	SIT Goal teams create and implement interventions to increase attendance per grade level.		Mary Satterfield	10/07/2019
	<i>Notes:</i>			
5/1/19	Staff training on the difference between 504s, IEP, and other documentations will be conducted. So, staff can communicate to parents.		Jodi Little	10/31/2019
	<i>Notes:</i>			
9/4/19	High school staff is implementing an after school tutorial for students needing assistance in Math and English. The main focus to assist students with EOC courses.		Hannah Gwyn	12/19/2019
	<i>Notes:</i> Student progress will be monitored to see how tutoring helps.			

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
<i>Initial Assessment:</i>		Currently implementing multiple programs (ie why try, individual therapy, small group instruction).	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Parameters for support programs are outline, a transition committee is present for students coming in or leaving the school.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA meets with staff as a whole and individually. LEA also meets with stakeholders and district personnel to ensure effective implementation of school policies and procedures.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Team has been constructed and professional staff not only meets consistently but informs the rest of the staff about policies, procedures, and best practices that need to be implemented. Agendas with minutes are emailed out to all staff.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		Leadership has established duty roster with expectations. All teachers have a scheduled planning time and teams have a specified function.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Exceptional Children staff works alongside regular education teachers and teacher assistants to ensure extended time services and extended learning services are implemented per each student's individual education plan.	Limited Development 09/18/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
	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>			Principal is present, visible, and consistent with communication. Observations, policies, and classroom walk throughs are not only communicated but follow ups are conducted to ensure staff consistency.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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>		Diagnostics and benchmarks are conducted. Observations and classroom walk throughs are being conducting as well.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		LEA established a system of procedures and protocols highlighted in the staff handbook. LEA reviews the evaluating protocols for staff and has established and implemented a reward system for staff.	Limited Development 09/14/2017		
<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>		Parents are informed of all policies and procedures during intake/enrollment meetings. Parents receive updates through open house, connect eds, social media and a parent communication log is maintained.	Limited Development 09/15/2017		
<i>How it will look when fully met:</i>		Students will show academic and behavior growth. Graduation rates would increase and office referrals would decrease. Parent contact logs and parent night sign in sheets can be used to track when parents are contacted per grade level.		Mark Grega	05/28/2021
Actions			0 of 1 (0%)		
	9/4/19	Parent night will be held to discuss updates with the school and grade levels will review grades and student progress.		Mark Vaughn	09/19/2019
<i>Notes:</i>					