

Comprehensive Progress Report

Mission: As a highly qualified staff, we commit to helping our students achieve high academic growth in a safe, nurturing, and engaging environment. Our students will be lifelong learners and globally competitive.

Vision: United we SOAR for success by being: **S**afe, **O**utstanding, **A**ccountable, and **R**espectful

- Goals:**
- A 4.01 - Strategic Long term goal: By the year 2023, the Total FAM-S score will increase from 73.7% to 80% indicating that MTSS is being implemented at the operational level.
 - A 4.01 - Target Short term goal: By the year 2021, all six of the MTSS critical components will score 70% or higher, improving our total FAM-S score from 73.7% to 75%.
 - A 3.02 - Strategic Long term goal: By 2023, our math proficiency on the End-of-Grade test will increase from 77% to 85%.
 - A 3.02. - Target Short-term goal: By 2021, our math proficiency on the End-of-Grade test will increase from 77% to 80%.
 - A 3.02 - Strategic Long Term goal: By 2023, our proficiency on the reading on the End-of-Grade test will increase from 73% to 80%.
 - A 3.02. - Target Short-term goal: By 2021, our proficiency on the reading End-of-Grade test will increase from 73% to 75%.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	3-5 grades are currently administering NC Math Check Ins 3 times a year. In the past, K-3 has administered MClass benchmark reading assessments 3 times a year. Up until this year, 4-5 grades have administered iReady assessments 3 times a year in Math and Reading. This year, 3rd grade has also already administered Math iReady assessment, as well at grades 4-5.	Limited Development 08/29/2019			

How it will look when fully met:	In addition to the 3-5 assessments that are already being administered 3 times a year (Math Check Ins, iReady), K-2 will also create and administer quarterly math benchmark assessments (for quarters 1, 2, and 3). K-3 will administer IStation reading assessments 3 times throughout the year.		Kelly Collins	05/20/2021
Actions		8 of 12 (67%)		
<i>Notes:</i>				
9/14/20	Complete BOY reading and math assessments		Pam Long	09/25/2020
<i>Notes:</i>				
9/14/20	Analyze BOY assessment data and identify gap areas for instructional groupings		Lisa Souther	10/02/2020
<i>Notes:</i>				
9/14/20	Adjust small group instruction based on effectiveness of interventions, instruction, and enrichment.		Kelly Collins	11/18/2020
<i>Notes:</i>				
9/14/20	Complete MOY reading and math assessments		Tricia Freeze	12/18/2020
<i>Notes:</i>				
A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We have been using various online programs across the school and grade level. Last year we began using education galaxy (math and reading). Staff received two trainings on the program. We also began using reflex math last year for fact fluency.	Limited Development 08/29/2019		
How it will look when fully met:	All grade levels will use at least one common online program that will generate multiple data reports. Teachers will use the data to progress monitor student's mastery of objectives. Leadership team will review reports and ensure that the program is being implemented with fidelity.		Pam Long	05/20/2021
Actions		10 of 14 (71%)		
<i>Notes:</i>				

9/14/20	Complete reading and math I-ready BOY diagnostic		Pam Long	09/25/2020
<i>Notes:</i>				
9/14/20	Administer growth monitoring assessment in reading and math to students monthly.		Pam Long	10/30/2020
<i>Notes:</i>				
9/14/20	Each student will need to complete at least 1 math lesson from their individualized path each week.		Lisa Souther	11/30/2020
<i>Notes:</i>				
9/14/20	Administer MOY reading and math diagnostics to all students.		Kelly Collins	12/20/2020
<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>		Master schedule for "Hawk Time" evidence-based instruction aligned with individual needs of students is used. All teachers, including enhancement teachers, and teacher assistants are used during interventions and enrichment instruction. Not all teachers are implementing interventions with fidelity. Not all teachers understand or use the documentation that is required for RTI - and not all teachers progress monitor on a required regular basis. This has improved greatly from its starting implementation stages. The SAM was administered at the end of last school the ratings indicate that all 39 elements have been implemented to some degree. Five overall ratings were emerging /developing. Thirty-two ratings were operationalizing and two ratings were optimizing.	Limited Development 03/13/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		-4th and 5th grade will have data from IReady in reading and math and K-3 will have state assessments available in math for data on students - progress monitoring will be done with fidelity -every teacher will fill out documentation form on strategies used during Rti -monthly data will be uploaded into Rti stored during PLC's -during PLC's teachers will document the Rti groups their students are in and what skill they are working on. This will be done monthly.		Lisa Souther	05/26/2021

Actions		27 of 32 (84%)		
<i>Notes:</i>				
9/14/20	Assign TAs and enhancement teachers to assist with grade level intervention/enrichment time.		Judy Hix	09/28/2020
<i>Notes:</i>				
9/14/20	Teachers will update tier1 paperwork during PLCs		Pam Long	10/02/2020
<i>Notes:</i>				
9/14/20	Build teacher understanding of new MTSS processes and RTI stored updates.		Lisa Souther	11/06/2020
<i>Notes:</i>				
9/14/20	Teachers will use their intervention logs to record the number of interventions that have been delivered and the progress monitoring data.		Kelly Collins	11/18/2020
<i>Notes:</i>				
9/14/20	Teachers will hold monthly MTSS PLCs.		Pam Long	12/16/2020
<i>Notes:</i>				