

## 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 2022, all six of the MTSS critical components will score 70% or higher, improving our total FAM-S score from 73.7% to 75%.
  - A.406 - Students will be able to manage their emotions in a positive way based on instruction received during morning meetings, additional supports, and/or interventions provided; this will be determined by a student response survey with a result of 80% or higher and decreased office referrals.



! = Past Due Objectives      KEY = Key Indicator

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	Limited Development 03/13/2017			

	/developing. Thirty-two ratings were operationalizing and two ratings were optimizing.  2021 survey to be analyzed to update results			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	4th and 5th grade level teachers will have data from IReady in math and reading. K-3 teachers will have Dibels8 data in reading and iReady in math -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.		<b>Lisa Souther</b>	<b>06/10/2022</b>
<b>Actions</b>		<b>37 of 41 (90%)</b>		
	<i>Notes:</i>			
9/7/21	Teacher will administer BOY assessments in reading and math.	Complete 09/17/2021	Lynn Taylor	09/17/2021
	<i>Notes:</i>			
9/7/21	Teachers will analyze BOY data, complete Tier 1 documentation in RTI-stored, and determine intervention groups.		Kelly Collins	10/01/2021
	<i>Notes:</i>			
9/7/21	Teachers will update intervention in rti-stored monthly and review during MTSS PLC		Grade level chair	11/01/2021
	<i>Notes:</i>			
9/17/21	Analyze progress monitoring data to determine effectiveness o interventions.		Grade level chairs	11/20/2021
	<i>Notes:</i>			
9/7/21	Teachers will provide interventions for students in need and progress monitor them with fidelity.		Leadership Team	12/20/2021
	<i>Notes:</i>			
<b>Implementation:</b>		06/12/2018		
<b>Evidence</b>	6/12/2018			
<b>Experience</b>	6/12/2018			
<b>Sustainability</b>	6/12/2018			

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>		Previously, in 2017, teachers were provided with emotional first aid training. They received training on using SEL in MTSS with Mr. Farr. Mr. Farr completed a needs assessment for staff and followed up with staff, based on that assessment.	Limited Development 09/07/2021		
<i>How it will look when fully met:</i>		Classroom teachers will provide a weekly Second Step/Bully Prevention lesson whole group. Additionally, all students will receive a minimum of 3 morning meetings weekly. Referrals will be made based on both formal and informal assessments. The counselor will have a record of both students supported as well as the intervention type. Lesson plans and classroom walkthroughs will reflect the implementation of SS and morning meetings. As a result of this implementation, we expect to see 10% fewer ODRs as well as 80% or higher satisfaction with staff and student relationships as self reported by students on a Google survey.		Kristina Stoker	06/01/2022
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	9/7/21	Review referral process.		Gregg Farr	09/30/2021
		<i>Notes:</i>			
	9/7/21	Design a survey to assess students' ability to manage their emotions in a positive way.		Gregg Farr	10/31/2021
		<i>Notes:</i>			
	9/7/21	Teachers will plan and instruct one Bully Prevention/Second Step lesson per week.		Grade Level Chair	11/30/2021
		<i>Notes:</i>			
	9/7/21	Teachers will plan and complete morning meeting 3 or more times weekly.		Grade Level Chairs	12/20/2021
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
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>		Our principal spends time observing instruction while doing evaluations, CWT, PLC meetings and dealing with behavior issues. She is	Limited Development 05/04/2017		

	also in charge of bus routes and she does a lot of school tours.			
<b>How it will look when fully met:</b>	Weekly feedback will be provided for teachers regarding instruction in the form of lesson plan feedback and classroom walkthroughs. Observations will occur as outlined by I-SS district. The principal will participate in PLCs, along with the instructional facilitator, weekly. Additional support is provided to staff as needed based on data, both informal and formal. IReady, Dibels, EOGs, Check-Ins, classroom walkthroughs, PDP goals met, observations, lesson plan feedback, and RtI Stored documentation will be used as both resources as well as evidence of goal completion.		<b>Jennifer Dalton</b>	<b>06/01/2022</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/7/21	Calendar weekly time to review lesson plans and provide feedback.		Jennifer Dalton	09/30/2021
	<i>Notes:</i>			
9/7/21	An observation for each classroom teacher will be completed, including pre-conferencing and post-conferencing.		Jennifer Dalton	11/05/2021
	<i>Notes:</i>			
9/7/21	Complete classroom walkthroughs and share feedback as needed from walkthroughs with classroom teacher		Jennifer Dalton	11/30/2021
	<i>Notes:</i>			
9/7/21	Provide feedback for lesson plans weekly, two grade levels per week.		Jennifer Dalton	12/31/2021
	<i>Notes:</i>			