

## Comprehensive Progress Report

**Mission:** Our mission at Scotts A+ School is to educate, communicate and celebrate all students through arts integration and academic excellence in teaching and learning.

**Vision:** Our goal as a school is to equip our young people with the skills and mindset to thrive and then take on the world.

**Goals:**  
 Target Goal: 2.04 - at the end of the 21-22 school year, Scotts A+ Elementary will have a defined CORE plan that includes a multifaceted approach to literacy and math. This includes staff implementing small groups, standards unpacking, LETRS strategies, Bridges intervention, and Bridges CORE framework for 4th grade. Data will be used to drive instruction and monitor fidelity. Strategic Goal: 2.04 - By the end of the 2024 school year, Scotts A+ Elementary will improve on proficiency and growth as measured by the EOG's and Benchmark Assessments. Data performance will be measured: Scotts EOG Data 3 ELA (2018-2019-59%) (2020-2021-38.33%) (Difference -20.67) 3 Math (2018-2019-75.4%) (2020-2021-66.7%) (Difference -8.7) 4 Math (2018-2019- 64.4%) (2020-2021-38.2%) (Difference -26.2) 5 Math (2018-2019- 63%) (2020-2021-50.8%) (Difference -12.2) 5 Science (2018-2019- 85.2%) (2020-2021-62%) (Difference -19) Average - 17.354

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Target Goal: 4.01 - Scotts A+ will utilize data to appropriately assess students' needs in ELA, Math and behavior. Teachers will group students according to data to close learning gaps using the RtI stored platform. Teachers will revisit their data and groups quarterly and groups will be fluid. Leadership will model the use of RtI stored and help to implement MTSS with fidelity. Students will be provided research-based strategies that scaffolds from CORE plans. All tiers will be implemented based on data and student needs. This will be monitored through PLC's, RtI Stored usage and grade level data (EOGs, check ins, and iReady and Dibels 8) Strategic Goal: 4.01 - By 2024, MTSS will be implemented with fidelity based on the 80-15-5 long-term model, with at least 65% of Scotts students being at benchmark in CORE.



! = Past Due Objectives      KEY = Key Indicator

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>	Many teachers do themed subjects but not units of learning. Many teachers have begun to integrate the arts into various lessons but we would like to create art integrated units for all grade levels. We need to involve our arts teachers into the lessons.	Limited Development 06/08/2017		

<p><b>How it will look when fully met:</b></p>	<p>When objective 2.04 is met CORE plans will be implemented by classroom teachers with fidelity. CORE plans will be created and implemented via PLC's with support from the instructional facilitator and principal. CORE plans will reflect small group instruction for both reading and math with with A+ elements integrated throughout. CWT's and observation will also determine best practices and areas for growth. CWT's will also determine fidelity.</p> <p>Data will also show an increase in proficiency as measure by NC Check Ins, EOGs, Dibels 8 and iREady.</p>		<p><b>Susan Fail</b></p>	<p><b>06/30/2023</b></p>
<p><b>Actions</b></p>		<p><b>81 of 97 (84%)</b></p>		
<p>8/30/21</p>	<p>Review 2021 EOG data and set strategic goal</p>	<p>Complete 08/31/2021</p>	<p>Alexis Campbell</p>	<p>08/31/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>A master schedule will be implemented with the recommended time for ELA and the ELA block broken up based on LETRS recommendations</p>	<p>Complete 09/06/2021</p>	<p>PLC Chairs</p>	<p>09/03/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>Leadership will conduct CWT's and informal observations during both math and reading times to gather data about CORE instruction.</p>		<p>Susan Fail</p>	<p>09/17/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>Administer BOY assessments: iReady math and and reading</p>		<p>Classroom Teachers</p>	<p>09/23/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>PLC's will construct CORE plans.</p>		<p>PLC Chairs</p>	<p>09/30/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>Teachers will be asked to define their CORE blocks in PLCS, the data will be gathered for leadership to determine next steps for support and professional development.</p>		<p>PLC Chairs</p>	<p>09/30/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>Administer BOG and analyze data. Adjust CORE plans as needed</p>		<p>PLC Chairs</p>	<p>10/01/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>ICLE consultant here to review CORE plans and set direction with literacy</p>		<p>Susan Fail</p>	<p>10/19/2021</p>
<p>Notes:</p>				
<p>8/30/21</p>	<p>3-5 will give NC Check-in</p>		<p>David Norton</p>	<p>11/05/2021</p>
<p>Notes:</p>				

8/30/21	PLC Teams will take part in data days- analyze data and update CORE plans where needed		Lashon Lee	11/12/2021
<i>Notes:</i>				
8/30/21	Review and analyze 1st quarter CWT data and adjust CORE plans and target professional development.		PLC Chairs	11/19/2021
<i>Notes:</i>				
8/30/21	Administer MOY iReady Reading and Math Diagnostics		Lashon Lee	12/22/2021
<i>Notes:</i>				
8/30/21	Review and analyze 2nd quarter CWT data and adjust CORE plans as necessary		PLC Chairs	01/14/2022
<i>Notes:</i>				
8/30/21	Administer MOY RtA mCLASS DIBELS 8		PLC Chairs	01/27/2022
<i>Notes:</i>				
8/30/21	Administer NC Check in #3		David Norton	01/28/2022
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>		We are completing MTSS in RTI stored on a cycle that meets the needs of students. We will use IReady and Mclass to clearly define the learning gaps. We will identify more effective interventions for reading, math, behavior in PLCs and will use LETRs strategies and Bridges Interventions to close student gaps.	Limited Development 06/08/2017			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		

<b>How it will look when fully met:</b>	Intervention groups that are using researched based instructional interventions based on student gaps in reading and math in every grade level. School counselor will provide classroom guidance lessons and serve as the facilitator of Tier II and Tier III behavior plans. The evidence for behavior would be fewer office referrals. The evidence for the academic intervention data would be found in sound Core instruction, and effective research based interventions to close academic gaps that is demonstrated in student adequate or higher growth.		<b>Lashon Lee</b>	<b>06/20/2023</b>
<b>Actions</b>		<b>56 of 64 (88%)</b>		
9/14/17	Teachers will receive training and support on updated Tier I behavior systems that are required for all students.	Complete 08/16/2021	Behavior Specialist	08/16/2021
<i>Notes:</i> All teacher received updated documents -- Tier I Decision Making Processes; Classroom Managed Interventions and Consequences; Classroom vs Office managed offenses; and the updated minor discipline referral form. These will be uploaded in Rtl Stored as our Tier I Behavior Interventions.				
8/30/21	Teachers and staff members will have the opportunity to attend ERPD sessions and PD sessions in PLCs, on MTSS and best reading practices offered by district MTSS leaders and educations consultants.		Alexis Campbell	09/21/2021
<i>Notes:</i>				
8/30/21	Teachers will examine data on a regular basis but will also meet at BOY, MOY, and EOY to discuss IReady, Mclass, 3rd Grade BOG, and Check-in data.		Lashon Lee	09/28/2021
<i>Notes:</i>				
8/30/21	All classrooms will implement effective Morning Meetings/Second Steps daily. Teachers will provide evidence of this in their PLC reviews and during Goal Team meetings each month.		Susan Fail and Amanda Brookshire	09/30/2021
<i>Notes:</i>				
8/30/21	Teachers will assess students with Mclass and Iready to find gaps and place students into intervention groups during PLCs. Teachers will progress monitor when needed on the lowest deficit gap in reading and math and will meet with the MTSS team to discuss student progress.		Lashon Lee	10/06/2021

<i>Notes:</i>				
8/30/21	Get the check in/check out kids started in the routines and collect and monitor data in RTI stored.		Lashon Lee	10/08/2021
<i>Notes:</i>				
9/14/17	Teachers will attend professional development and coaching from Ms. Lee, our instructional facilitator on the basic principles of MTSS processes and documentation.	Complete 09/30/2021	Lashon Lee	10/14/2021
<i>Notes:</i>				
8/30/21	A mid 9-Week review and an end-of-year Review will be held by goal teams and SIT members to analyze data and determine if action steps are being completed and/or effective in sustaining our school wide goal of meeting or exceeding expected growth for the 2020-2021 school year.		Alexis Campbell	11/29/2021
<i>Notes:</i>				
8/30/21	We will continue to work on Check in/Check out systems and processes; collection of data; distribution of data and results to staff and administration; and determinations of entry, continuation or exit of the CICO program. Next steps for Tier II or Tier III behavior plans will be implemented with fidelity if or when a student does not respond to CICO. Reviews will be conducted monthly during PLCs meetings and/or as needed.		Alexis Campbell	12/01/2021
<i>Notes:</i>				
8/30/21	All teachers will continue to follow specifically trained steps with fidelity in the Tier Referral process: assess all students with fidelity with Mclass and Iready and use Reading For Phonics by Anita Archer and LETRS to intervene in reading. K-2 Assessments and I-Ready for Math; develop intervention groups in PLCs based on this data and provide researched based interventions; document progress monitoring; and attend Tier Referral meetings for team decision making on at risk and TSI EC sub group students in alignment with goals of reducing the number of students in the Tiers or Tier Referral process schoolwide by the end of the year.		Lashon Lee	12/22/2021
<i>Notes:</i>				
<b>Implementation:</b>		08/30/2021		
<b>Evidence</b>	8/30/2021 Teachers are fully trained and know the difference between classroom managed vs. office managed behaviors.			

<p><b><i>Experience</i></b></p>	<p>8/30/2021          At one of Scott's required workdays, the district's behavior specialist came to review Tier 1 behavior processes. They also focused on classroom managed vs. office managed behaviors and how to properly add documentation into Educator's Handbook.</p>			
<p><b><i>Sustainability</i></b></p>	<p>8/30/2021 Teachers will continue to handle classroom vs. office managed behaviors in the classroom and will document in Educator's Handbooks when needed.</p>			