

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: | | | 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 |
| | | | <p><i>Initial Assessment:</i></p> <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</p> | Limited Development 06/09/2017 | | |

year to upgrade our guided reading library.

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.

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

2020-2021-We have scheduled 1 30 minute intervention time for every 2 days of instruction (due to Covid 19) for grades 1-5 in the area of Reading. This will serve our Tier II students. As we gain more data (which we do not have from March-May of 2020) we will add time for our Tier III students. Currently all Tier III students have been invited to attend school 4 days per week while the majority of students only attend 2 days per week face to face.

How it will look when fully met:

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.

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 systematic process to move students through the Tier 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.

Kevin Brown

05/29/2021

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|---|---------------|---|---|-----------------------------------|-------------------------|--------------------|
| | 8/26/21 | All 4-5 teachers will use iReady data to determine placement in Tiers. | | Rebekah Pierce | 10/01/2021 | |
| | <i>Notes:</i> | | | | | |
| | 8/26/21 | K-3 teachers will use mClass and iReady math to determine placement in Tiers. | | Krystalle Hewitt | 10/01/2021 | |
| | <i>Notes:</i> | | | | | |
| | 8/26/21 | MTSS team will meet to continue ongoing data analysis of students especially those in Tier III or the referral process. | | Kevin Brown | 10/12/2021 | |
| | <i>Notes:</i> | | | | | |
| | 8/26/21 | Teachers will update Rtl stored on all students. | | Anna Hill | 10/30/2021 | |
| | <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: | | | <p>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.</p> <p>Main focus for 2020-21 will be meeting the social and emotional needs of our students. We will identify areas of concern and establish a plan to meet these needs which may be new to our school and community.</p> | 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 Rtl Stored. | | Melissa Triplett | 05/29/2021 |
| Actions | | | | 87 of 90 (97%) | | |
| | 8/24/21 | Train all teachers in Second Steps program | | Melissa Triplett | 09/10/2021 | |
| | <i>Notes:</i> | | | | | |

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|------------------------|---|------------|------------------|------------|
| 8/24/21 | Train teachers on Restorative Justice. | | Melissa Triplett | 09/10/2021 |
| <i>Notes:</i> | | | | |
| 8/24/21 | Teachers will present 20 Second Steps lessons to students. | | Melissa Triplett | 05/16/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 09/03/2020 | | |
| Evidence | 2/12/2019 Rtl 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 | | | |