Comprehensive Progress Report

Mission:
We aspire to love, nurture, and educate every child so they can rise to any challenge.

Vision:
We educate every child so they can rise to any challenge.

Goals:

Students will increase proficiency and continue to exceed growth in all tested areas.

Increase Proficiency in Reading by 4 points, Math by 5 points, and Science by 7 points.

Continue to increase School Index score by 3 points

! = 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**

Initial Assessment:	Teachers began implementing Tier 2 interventions during the 2022-2023 school year. District guidance has changed for the current school year, so teachers need professional development to support current practice. Interventionists provide Tier 3 supports. Interventionists are completing training on new Tier 3 interventions. Teachers have a new Tier 1 curriculum. In 2022-23, We formulated an MTSS team that met weekly to review data on students who are receiving tier II & III interventions in the student area of need. Grade levels met every 7 weeks to review, change or update data in Branching Minds. Teachers began implementing Tier 2 interventions within the classroom. Master schedule supported Tier 3 Reading and Math interventionist to be available to support all grade levels during enrichment time.	Limited Development 10/13/2021		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will utilize personalized Tier 1 instruction using their curriculum and pacing guides. Teachers will regularly review data to guide their personalized Tier 1 instruction. Teachers will identify their bottom 25% based on assessment data and provide Tier 2 interventions in the classroom. Progress monitoring data will be used to analyze success of interventions. Students who do not make adequate progress will use alternate interventions or increase intensity to Tier 3. Progress of tier 3 students will be monitored for movement to tier 2 or potentially to an EC referral. Interventionists will assist classroom teachers by coaching them on how to implement interventions, progress monitor, and accurately utilize Branching Minds.		**Melissa Bender**	**06/14/2024**
Actions		**5 of 11 (45%)**		
10/18/21	Staff will utilize data provided during monthly MTSS PLCs to implement specific research based interventions within the MTSS framework.	Complete 06/08/2022	Kim Braswell	06/08/2022

	Date	Action	Status	Person	Date
	Notes:				
	10/18/21	The team will build awareness and relay expectations around supplemental instruction during the school day to include essential components of instruction, curriculum, and environment.	Complete 06/08/2022	Elizabeth Kenan	06/08/2022
	Notes:				
	10/13/21	Training on how to input intervention data in Branching Minds.	Complete 01/07/2022	Catie Spruill (District MTSS Coordinator)	06/10/2022
	Notes:				
	10/18/22	MTSS Grade Level Meetings	Complete 05/09/2023	Rhys Lamberg	05/09/2023
	Notes:	MTSS meetings will take place with all grade levels, with all grade level teachers present on a 7-week rotation. At this meeting, teachers will discuss tier 1 instruction and bring data supporting where students are in Tier 2 and Tier 3. This meeting takes place in the grade level classroom of choice and all accompanying MTSS Team members are present which include MTSS Chair, MTSS Co-Chair Admin, Math, ELA Interventionist, ESL, Specials Team, and EC.			
	10/18/21	Data-Driven PLCs will be taking place bi-weekly across all grade levels.	Complete 05/10/2023	Elizabeth Kenan	05/10/2023
	Notes:				
	11/2/23	Open Court: Teachers will implement the new ELA curriculum into their Tier 1 instruction. They will personalize their ELA block to meet the needs of individual students.		Carissa Marshall	06/14/2024
	Notes:				
	11/2/23	Heggerty: Teachers will implement the new ELA curriculum into their Tier 1 instruction. They will personalize their ELA block to meet the needs of individual students.		?	06/14/2024
	Notes:				
	11/2/23	Teachers will utilize Think-Pair-Share strategies to increase student engagement during Tier 1 instruction.		Helen Corbett	06/14/2024
	Notes:				
	11/2/23	Teachers will identify their bottom 25% and successfully implement FlyLeaf or UFLI in small groups in their classroom with their Tier 2 students.		?	06/14/2024
	Notes:				
	11/2/23	Teachers will identify their bottom 10% and/or those not responding to Tier 2 interventions. Interventionists will successfully implement FlyLeaf and/or UFLI in small groups in their classroom with their Tier 3 students.		Angela Dowdy	06/14/2024

	Notes:				
11/2/23	95% Group: Teachers will implement the new ELA curriculum into their Tier 1 instruction. They will personalize their ELA block to meet the needs of individual students.			Ashley Gilreath	06/24/2024
	Notes:				
Implementation:			06/20/2023		
Evidence	5/10/2023 We have had all formal meetings and training as presented in the objectives. Documentation for these can all be retrieved up on request.				
Experience	5/10/2023 District-aligned and intentionally planned activities and resources.				
Sustainability	5/10/2023 We will continue to have MTSS grade-level meetings every year under the same schedule, and with the positive implementation, we now have a better-aligned turnover system in place for annual vertical data alignment and progress.				

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
Initial Assessment:			Data is reviewed with teams during their PLC meeting. 3-5 reviews check-in data and makes a plan for how to reteach material as needed. K-2 uses classroom assessments and group activities. Some classroom teachers use classroom data to guide instruction. Teachers collect formal and informal assessment data.	Limited Development 11/02/2023		
How it will look when fully met:			All teachers utilize classroom data during their weekly grade level planning meetings. All teachers bring data documents to bi-weekly PLCs for review with specialists and administration. All teachers utilize their class and grade level data sheets. All teachers regularly use data to guide and personalize their instruction. All teachers and staff are aware of student performance grade and school growth and proficiency data.		Ted Gordon	06/14/2024
Actions				0 of 6 (0%)		
	11/2/23		Review Check-in and MClass data in grade level PLCs.		?	06/14/2024
		Notes:				
	11/2/23		Provide protected time for grade levels to meet weekly for common grade level planning.		?	06/14/2024
		Notes:				
	11/2/23		School data will be shared at staff meetings, PLCs, and SIT and Leadership meetings.		?	06/14/2024
		Notes:				
	11/2/23		Teachers will utilize laps and clipboards within their classrooms to collect informal progress monitoring data to guide instruction and personalize interventions.		?	06/14/2024
		Notes:				

				Assigned To	Target Date
11/2/23	Establish and maintain a data task force.			Ted Gordon	06/14/2024
	Notes:				
11/2/23	Establish a new BT Coaching Model for all BT's. We would like to have priority BT days designated for our 3 Mentors to plan, observe and coach their BTS throughout the year.			Angela Dowdy	06/14/2024
	Notes:				

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**
Initial Assessment:	Most teachers currently send weekly or monthly newsletters home to parents to inform them of what is happening in the classroom. Night events are held a few times a year at outside sites. Some teachers use Class Dojo or email to communicate with parents. Administration sends Blackboard messages as needed. The school maintains a Facebook and Instagram page.	Limited Development 11/02/2023			
How it will look when fully met:	Fulfilling Title 1 Parent and Family Engagement Policy #1320/3560. All parents would be equipped to support their child's learning at home. All parents/stakeholders annually are given opportunities to participate and engage in ELA, Math, Science and Social Studies events. All parents will feel comfortable engaging with the school regularly.			**Joy Ellington**	**06/14/2024**
Actions		**1 of 6 (17%)**			
11/2/23	Hold a Family Literacy Night to increase parent awareness of Language Arts instruction and ways they can support at home.	Complete 10/23/2023		Curtis Price	10/31/2023
	Notes:				
11/2/23	Hold a Bilingual Holiday Literacy Journey Through the Americas event.			?	01/01/2024
	Notes:				
11/2/23	Encourage families to participate in at least one parent conference with their child's classroom teacher.			?	02/20/2024

	Notes:			
11/2/23	Hold a Family Science Night		?	04/01/2024
	Notes:			
11/2/23	Continue to hold family nights with the local grocery stores, Math at Publix and Science Nutrition at Fresh Market.		?	05/01/2024
	Notes:			
11/2/23	Hold a family EOG Test Prep event in coordination with MHS Avid students supporting.		Curtis Price	06/01/2024
	Notes:			