

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: Safe, Outstanding, Accountable, and Respectful

Goals:

A4.01 Target Goal: By 2023, the reading EOG composite score will increase from 63% proficiency to 72%. We will reach this goal by providing strong core instruction and interventions to students.

A4.01 Target Goal: By 2023, the math EOG composite score will increase from 69% to 74%. We will reach this goal by providing strong core instruction and interventions to students.

A4.01 Strategic goal: By 2026, the reading EOG composite score will be 75%. We will reach this goal by providing strong core instruction and tiered instruction.

A 4.01 Strategic goal: By 2026, the math EOG composite score will be 80%. We will reach this goal by providing strong core instruction and tiered instruction.

A4.16 Target Goal: By the end of the 2022-23 school year, Dibels data will increase as follows: Kindergarten PSF from 28% to 85%. 1st PSF from 29% to 100%. 2nd NWF from 60% to 80%.

A4.16 Strategic Goal: By the end of 2025, Dibels composite proficiency will be at least 80% and growth will be at met or exceeds.



! = 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	Limited Development 03/13/2017		

	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.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	<p>Kindergarten through 5th grade level teachers will have data from IReady in math and reading. K-3 teachers will have Dibels data in reading.</p> <p>During Hawk Time, students will be grouped based on skill deficit.</p> <p>Progress monitoring will be done with fidelity.</p> <p>Every teacher will fill out documentation form on strategies used for interventions.</p> <p>Data will be reviewed monthly during PLC's</p>		Lisa Souther	06/10/2023
Actions			45 of 50 (90%)	
9/14/22	Teachers will administer BOY assessments in reading and math		Lynn Taylor	09/21/2022
	<i>Notes:</i>			
9/14/22	Teachers will analyze student data and determine interventions needed for individual students and groups.		Kelly Collins	09/28/2022
	<i>Notes:</i>			
9/14/22	Teachers will deliver interventions daily during Hawk Time and collect progress monitoring data weekly.		Lisa Souther	10/28/2022
	<i>Notes:</i>			
9/14/22	Analyze progress monitoring data during grade level PLCs to readjust		Grade Level Chairs	11/18/2022

	groups as needed.			
<i>Notes:</i>				
9/14/22	Analyze classroom walkthrough data for Hawk Time to ensure interventions are being completed with fidelity		Pam Long	12/20/2022
<i>Notes:</i>				
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
Initial Assessment:		Classroom teachers implement differentiated core instruction. Hawk Time is used to provide interventions and enrichment, including tier II and III students. Classrooms teachers, resource teacher, ESL teacher are currently working on LETRS training. Monthly PLC discussion includes the implementation of LETRS in classroom practices.	Limited Development 09/14/2022	
How it will look when fully met:		Continue current practices with additional components: A document is housed in Google drive with tier II and III intervention strategies utilized to support the transition of students as they progress to the next grade level. All classroom teachers will be fully trained in LETRS. Full implementation of LETRS best practices by teachers to assist with continuous growth of student as they master each level or content skill. Students will advance through appropriate areas of fact fluency and be able to apply strategies learned to word problems in order to increase math proficiency and growth.		Tracy Dagenhart 06/09/2023
Actions			0 of 6 (0%)	
9/14/22	Create and complete Google drive document listing last intervention utilized for teacher access and continued documentation.		Abby Kiser	09/28/2022
<i>Notes:</i>				
9/14/22	Teachers will continue completing LETRS training and complete Bridge to Practice activities in the classroom.		Sarah Hayes	10/31/2022
<i>Notes:</i>				
9/14/22	SIT will add LETRS indicators on the classroom walkthrough document and leadership will complete walkthroughs as outlined by calendared		Lynn Taylor	11/15/2022

	schedule.			
	<i>Notes:</i> Indicators added once and walkthroughs will be completed weekly			
9/14/22	Math Goal Team will create a schoolwide strategy for Problem of the Day.		Virginia Yoder	11/15/2022
	<i>Notes:</i> *This is based on training from Dr. Drew Polly.			
9/14/22	Teachers will utilize Reflex math in order for students to show mastery of fact fluency-beginning with addition and working through to division.		Jessica Andreas	12/15/2022
	<i>Notes:</i>			
9/14/22	Continue updating Intervention documentation each month in PLCs and review progress toward LETRS and math goals.		Pam Long	12/20/2022
	<i>Notes:</i>			