

## 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 2nd-5th grade. Data will be used to drive instruction and monitor fidelity to Bridges. 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 by at least 5-10 points in the composite score and iReady data. Data performance will be measured: Scotts EOG Data 3 ELA (2020-2021-38.33%) (2021-2022-55.6%). Difference +17.27 3 Math (2020-2021-66.7%) (2021-2022-80%). Difference +13.3 4 Math (2020-2021-38.2%) (2021-2022-37.7%). Difference -0.5 4 ELA (2020-2021-34.5%) (2021-2022-34.4%). Difference -.1 5 Math (2020-2021-50.8%) (2021-2022- 39.3%). Difference- -11.5 5 ELA. (2020-2021- 49.2%). (2021-2022-31.1%). Difference -18.1 5 Science (2020-2021-66.2%) (2021-2022- 60.7%) Difference-5.5 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 from Iready, Mclass, and Bridges to close learning gaps. Students will be monitored using the MTSS model. Teachers will revisit their data and groups during goals teams twice a month. Leadership will model the use of reading and math intervention strategies to help 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, Bridges, 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>		CORE Plans have been developed and data reviewed. The next step to the development of the plan is to ensure all teachers are implemented the master schedule with fidelity, which includes intervention, small	Limited Development 06/08/2017			

	group instruction, phonemic awareness components, that includes Heggerty. The math elements for grades 2-5 is ensuring Bridges is being implemented with fidelity, including number corners.			
<b>How it will look when fully met:</b>	<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. The focus of the CORE plans are the areas of low to no growth as measured by EOGs and iReady. Bridges math and Heggerty will be key components of showing growth.</p> <p>Data will also show an increase in proficiency as measure by NC Check Ins, EOGs, Dibels 8 and iREady.</p>		<b>Susan Fail</b>	<b>06/30/2023</b>
<b>Actions</b>		<b>109 of 120 (91%)</b>		
8/31/22	Administer Common Assessments -ELA and Math K-5		Grade Chairs	09/16/2022
	<i>Notes:</i>			
8/31/22	Administer 3rd grade BOG		David Norton	09/16/2022
	<i>Notes:</i>			
8/31/22	Administer DIBELS 8 assessment to K-3 students		Lashon Lee	09/28/2022
	<i>Notes:</i>			
8/31/22	Administor math diagnostic assessment		Lashon Lee	09/28/2022
	<i>Notes:</i>			
8/31/22	Data from BOY assessments will be analyzed and a plan for intervention and enrichment will be created for grades K-5. A designated time has been added to the master calendar for each grade level.		Susan Fail	09/29/2022
	<i>Notes:</i>			
8/31/22	CORE plans will be created in grades K-5 for ELA/math/Behavior		Brittany Whitaker	10/07/2022
	<i>Notes:</i>			
8/31/22	Administer Check In 1 for grades 3-5		David Norton	11/04/2022
	<i>Notes:</i>			
8/31/22	Data Day- data from BOY will be analyzed by each grade level. Data Day will also include looking at each student to ensure they are receiving adequate instruction in reading and math and appropriate supports for		Lashon Lee	11/09/2022

	behavior			
<i>Notes:</i>				
8/31/22	Administer Common Assessment #2		Grade Chairs	12/09/2022
<i>Notes:</i>				
8/31/22	Administer Check 2 grades 3-5, ELA and Math		David Norton	02/03/2023
<i>Notes:</i>				
8/31/22	Data for grades K-5- analyze MOY Data and ensure data is positively trending and students are receiving supports needed in ELA, Math and Behavior		Lashon Lee	02/17/2023
<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		<b>Lashon Lee</b>	<b>06/20/2023</b>

is demonstrated in student adequate or higher growth.

**Actions**

**77 of 87 (89%)**

9/2/22 Administer BOY RTA mClass DIBELS 8 reading assessment to all students K-3.

Complete 09/09/2022

Lashon Lee

09/06/2022

*Notes:*

9/2/22 Administer NC Check-in 1 3rd-5th-ELA and Math.

David Norton

10/24/2022

*Notes:*

9/2/22 Review and analyze CWT data as it relates to core and report next steps to SIT

Lashon Lee

10/30/2022

*Notes:*

9/2/22 Continue cycles of unpacking standards, creating, administering, & analyzing common assessment, and common planning.

Lashon Lee

01/13/2023

*Notes:*

9/2/22 Administer check-in #2-3rd-5th ELA and Math, 5th Science

David Norton

01/23/2023

*Notes:*

9/2/22 Administer Check-in #3-3rd-5th grade ELA and 5th Science

David Norton

01/23/2023

*Notes:*

9/2/22 During goals teams data will be reviewed and discussed based on students needing remediation or acceleration based on current classroom assessment data and intervention data.

PLC chairs

03/04/2023

*Notes:*

9/2/22 Review and analyze CWT data as it relates to interventions. Provide specific feedback to each teacher.

Susan Fail

04/23/2023

*Notes:*

9/2/22 Extended PLCs-Analyze Iready/Mclass data and current intervention data. Data will be used to determine the effectiveness of core plans and current intervention groups in ELA and Math and determine next steps and ensure all students are accurately placed based on their data.

PLC chairs

06/05/2023

*Notes:*

9/2/22	Extended PLCs-PLCs will analyze Q4 data to determine summative strengths and gaps.		PLC Chairs	06/08/2023
<i>Notes:</i>				
9/2/22	Grades 2-5 will continue to follow Bridges for math core with fidelity to help close math gaps.		Lashon Lee	06/09/2023
<i>Notes:</i>				