

### 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 based on their EOY reading TRC score on the mClass 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 75% 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 15.

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 intervention students in grades 4 and 5 will achieve their expected growth in Reading on the i-Ready EOY assessment.

A4.06 All teachers will utilize Second Steps program to promote a positive social/emotional climate.

A 4.01 Target Goal: At least 80% of students in grades K-2 will be proficient based on their EOY math composite score on the mClass assessment.

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. Strategic Goal: By the end of the 2024-2025 school year, our students’ proficiency will increase by 15% (5% yearly) as measured by mClass DIBELS, iReady reading, iReady math and EOGs in ELA, Math & Science. Target Goal 2022-2023: By the end of the 2022-2023 school year, 90% of our students will meet or exceed annual typical growth as measured by mClass DIBELS, iReady reading and math. Thus our EOG proficiency should increase by 5% across all areas.

A4.06 - ALL teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Strategic Goal: All students at Sharon Elementary School will feel cared for and learn ways to share feelings by building school and classroom communities through positive relationship building. Target Goal: 90% of students will agree that “There is at least one adult who cares for me at my school” as measured by our school climate survey. Target Goal: 95% of students will agree that “In my classroom, we have morning meetings to discuss our feelings and how to be a good classmate” as measured by our school climate survey.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

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>	<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 year to upgrade our guided reading library.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>2022-2023 - We have grade level instructional blocks for Tier 1. All classes receive support for our instructional assistants during instructional times. Each grade level has a dedicated intervention time for Tier 2 and 3. Utilize research based interventions to meet the needs of students in their gap areas.</p>	Limited Development 06/09/2017			
<i>How it will look when fully met:</i>	2022-2023 - When this objective is fully met, core instruction will be engaging and targeted based on the NCSCOS objectives through the use of the ISS curriculum guides. Tier 2 and 3 interventions will be research based and time allotted in the Master schedule to address the		Kevin Brown	05/29/2023	

needs. Classroom walk-throughs will indicate authentic teacher and student engagement as well as fidelity with quality core instruction. An overall increase in proficiency as measured by mclass, iReady, and EOGs will be achieved through students meeting or exceeding annual typical growth due to the full implementation of this objective.

Previous Info: 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.

<b>Actions</b>		<b>116 of 126 (92%)</b>		
9/12/22	Create intervention schedule for maximum support from staff		Kristie Land	08/29/2022
	<i>Notes:</i>			
9/12/22	Create intervention groups based on mclass BOY data for K-3.		Krystalle Hewitt	09/30/2022
	<i>Notes:</i>			
9/12/22	Create intervention groups based on iReady data for 4-5		Rebekah Pierce	09/30/2022
	<i>Notes:</i>			
9/12/22	PLC teams will analyze BOY data to develop Tier 1 plans		Kevin Brown	09/30/2022
	<i>Notes:</i>			
9/12/22	PLCs analyze NC check-in data and develop next steps for instruction		Kristie Land & PLCS	11/09/2022

			and interventions			
			<i>Notes:</i>			
		9/12/22	PLC teams analyze MOY data and update Tier 1 plans		Kevin Brown	02/08/2023
			<i>Notes:</i>			
		9/12/22	PLC teams analyze EOY data and growth to update Tier 1 plans		Kevin Brown	04/28/2023
			<i>Notes:</i>			
		9/12/22	Utilize research based interventions - ie. Bridges for math, LLI kits for reading, Heggerty, Phonics for Reading		PLC chairs	05/26/2023
			<i>Notes:</i>			
		9/12/22	Teachers will update Tier 2 and/or Tier 3 plans with progress monitoring data and next steps monthly.		Kevin Brown	05/30/2023
			<i>Notes:</i>			
		9/12/22	Progress monitoring weekly or bi-weekly based on the data from mclass and iReady		PLC chairs	05/30/2023
			<i>Notes:</i>			
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<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> <p>2022-2023 - We will continue meeting the social and emotional needs of our students through the use of Second Step lessons and Morning Meetings to develop classroom communities and positive relationships. School-wide use of Educator's Handbook to document behavior issues and follow the behavior matrix for what is class managed versus office managed.</p>	Limited Development 06/09/2017		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	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 Educator's Handbook and staff will have a better understanding of classroom managed behaviors versus office managed behaviors. All classes will conduct Morning Meetings and Second Step lessons.			<b>Melissa Triplett</b>	<b>05/29/2023</b>
<b>Actions</b>			<b>93 of 99 (94%)</b>		
9/13/22	Refresher/Training on how to use Educator's Handbook & determining class managed versus office managed			Kristie Land	08/25/2022
	<i>Notes:</i>				
9/13/22	Revisit school-wide expectations			Melissa Triplett	08/29/2022
	<i>Notes:</i>				
9/13/22	Share ABC checklist			Melissa Triplett	09/30/2022
	<i>Notes:</i>				
9/13/22	Train teachers on Restorative Justice			Culture/Environment Goal Team Chair	11/08/2022
	<i>Notes:</i>				
9/13/22	Morning meeting fidelity checks			Krystalle Hewitt	05/31/2023
	<i>Notes:</i>				
9/13/22	Monthly Second Step fidelity checks			Melissa Triplett	05/31/2023
	<i>Notes:</i>				