

## Comprehensive Progress Report

**Mission:**

[Mission/Core Values](#)

**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:**

2.04 - The goal for Scotts A+ for the 2024-25 school year is to Meet or Exceed Growth as a school as evidence by our EOG scores increasing our school composite score from 54.4 (2024) to 65 or above by the end of the 24/25 school year. This year our primary focus will be on providing standards aligned CORE instruction being implemented with fidelity. Preliminary data shows that we were unsuccessful in improving our proficiency score by at least 5-10 points on our composite score by the end of the 2024 school year. Instead our composite score went from 50.1 to 54.4 with -6.71 indicating that we did not meet growth. Rd3 grew from 43.4 to 66. Rd4 showed a drop in proficiency from 52.1 to 28.3. Rd5 showed a slight increase from 33.3 to 35.8. M3 grew from 69.8 to 74, M4 dropped from 72.9 to 47.8, and M5 grew from 42.1 to 58.5. Sc5 grew from 42.1 to 67.9 showing promising gains as a result of departmentalization and utilizing Deb Lester.

Target Goal: 4.01 - By 2025, MTSS will be implemented with fidelity based on the 80 - 15 - 5 model, with at least 65% of Scotts students being at benchmark in CORE by the end of the 2024/25 school year, 75% by the end of the 2025/26 school year, and 80% by the end of the 2026/27 school year. Scotts A+ will implement a systemic MTSS process with fidelity by utilizing iReady Reading and Math(K-5) and mClass (K-3) diagnostic data to assess and identify student needs in ELA and Math. Educator's Handbook will be utilized to identify behavior needs and monthly attendance reports will be ran to identify students with attendance issues. Students will be grouped and tiered according to iReady Diagnostics, mClass identifying the lowest skill deficit. All tiers will be implemented based on data and student needs that are monitored through PLCs and grade level data (EOGs, check ins, Bridges, iReady and Dibels 8). Research based Interventions utilized will directly address the specific skill deficit that scaffolds from CORE plans. Students will be progress monitored using the MTSS model/schedule. Teachers will revisit their data and groups during goals teams twice a month to ensure appropriate interventions and frequency are occurring. Leadership will model the use of reading and math intervention strategies to help implement MTSS with fidelity.

1.05: By the end of the 2024-2025 school year, Scotts A+ will enhance its school climate and culture, as measured by an increase in positive responses on the district climate survey. Specifically, communicating a clear vision, understanding classroom activities, building a culture of trust, and managing daily operations effectively will be the focus.



Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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
<b>How it will look when fully met:</b>		<p>When this objective is fully met, 80% of our students will be on grade level, with 15% or less needing Tier II interventions, and no more than 5% needing Tier III interventions</p> <ul style="list-style-type: none"> <li>Teachers will deliver core instruction with aligned with NC standards with fidelity.</li> <li>Teachers will utilize IReady (K-5) and Mclass (K-3 &amp; identified 4th graders) to determine students in need of additional support.</li> <li>Teachers will conduct regular and systematic progress monitoring to ensure interventions are being implemented with fidelity. This data will guide instructional decisions and adjustments.</li> <li>Targeted Intervention Groups: Every grade level will implement research-based instructional interventions tailored to address specific student gaps in reading and math.</li> <li>Matching Interventions to Needs: Research-based interventions will be carefully selected to match the specific gaps identified through assessment data, ensuring that each student receives the most effective support.</li> <li>Data-Driven Tier Movement and Testing Referrals: Based on progress monitoring data, teachers will make informed decisions about moving students between Tiers or referring them for further testing, if needed.</li> <li>Academic Outcomes: The success of academic interventions will be reflected in student data, demonstrating sound Core instruction and effective, research-based interventions that lead to adequate or higher growth in student achievement.</li> <li>PBIS Framework Implementation: PBIS, including Tier I school-wide behavior expectations, teachers will track student compliance with Tier I expectations using PAWS, and a clear consequence/reward system will be used with fidelity.</li> <li>Behavioral Plan Facilitation: The school counselor will be responsible for completing Core behavior plans and facilitating Tier II and Tier III behavior interventions, ensuring targeted support for students with behavioral challenges.</li> <li>Behavioral Outcomes: The effectiveness of behavioral</li> </ul>		Misty Basham	05/23/2025

	<p>interventions will be evidenced by a reduction in office referrals, indicating improved student behavior.</p> <ul style="list-style-type: none"> <li>Aligned with district goals, Scotts Elementary will closely monitor the progress of student subgroups to ensure their learning trajectory is consistent with that of their peers.</li> </ul>			
<b>Actions</b>		<b>4 of 23 (17%)</b>		
8/27/24	School Counselor will provide a PBIS refresher to all staff focusing on delivering Panther Paws with fidelity.		Brooke Morgan	08/08/2024
<i>Notes:</i>				
8/19/24	Professional Development on Student Led Conferences and Data Notebooks will occur on 8/20/24 so that students are making connections to what they are learning and why, track their own data, and be able to talk about their goals and how they are progressing with them.	Complete 08/24/2024	Misty Basham	08/24/2024
<i>Notes:</i> Support will occur throughout the year.				
9/2/22	CWT Form will be created to ensure the aspects of CORE instruction are monitored consistently and ensure teachers received immediate feedback.		Elaina Jones	08/27/2024
<i>Notes:</i>				
8/27/24	A CWT schedule will be created and followed on a cyclic rotation between the IF and Principal.	Complete 08/27/2024	Misty Basham	08/27/2024
<i>Notes:</i>				
8/27/24	A peer observation system will be created to allow teachers to observe one another's instructional practices to increase application of LETRS strategies and Bridges.		Grade Level Chairs	09/20/2024
<i>Notes:</i>				
8/27/24	Teachers will teach bullying lessons to mitigate bullying or similar behaviors to increase student connections and reduce discipline rates.		Teachers	11/01/2024
<i>Notes:</i>				
8/27/24	In 2023-24, the Scotts A+ SIT team voted to implement a school store where students can purchase items using their earned paws. The counselor will assist with putting this into practice.		SIT Team	12/20/2024
<i>Notes:</i>				
8/27/24	Teachers will follow student led conference, goal setting, data collection, and analysis of data, as well as oversee January 17, 2025		Teachers	01/17/2025

	conferences that are student led.			
	<i>Notes:</i>			
8/27/24	Teachers will teach weekly Second Step lessons using the pacing guides.		Brooke Morgan	03/01/2025
	<i>Notes:</i>			
8/27/24	The PBIS goal team will review monthly discipline data to identify trends in behavior to make adjustments to the PBIS Framework.		Elaina Jones	03/07/2025
	<i>Notes:</i>			
8/27/24	The school counselor will ensure a systematic approach with regular checks to implement school-wide Tier I PBIS expectations are being implemented with fidelity.		Brooke Morgan	05/01/2025
	<i>Notes:</i>			
8/27/24	We will continue with our school wide monthly character trait each month and link these traits to earning of Panther Paws positive reinforcers to motivate students to participate and demonstrate.		Teachers	05/01/2025
	<i>Notes:</i>			
8/27/24	The Math, Reading, Science goal teams will review subgroup data results and growth ensuring they're academic and discipline growth show a learning trajectory consistent with their peers.		Lackey, Wingert, Johnson	05/05/2025
	<i>Notes:</i>			
8/27/24	After each diagnostic, Teachers and Interventionists will group students and plan research-based interventions that will target the lowest skill deficit. Teachers and Interventionists will complete 6 valid data points during the prescribed cycle that are completed accurately and on schedule.		Denise Crase	05/13/2025
	<i>Notes:</i>			
1/10/23	Monthly MTSS meetings - Teachers will rotate through the Interventionist to discuss the progress of Tier II & Tier III students and make necessary adjustments, the Instructional Facilitator to review iready and mclass data, assess growth and identify any students moving between Tiers.		Crase	05/13/2025
	<i>Notes:</i>			
9/18/23	Behavior & Attendance -  During monthly MTSS PLCs, attendance and discipline data will be used to determine the appropriateness of interventions and Tiers.		Brooke Morgan	05/23/2025

	<i>Notes:</i>			
8/19/24	Teachers will implement proactive circles and morning meetings.		Misty Basham	05/23/2025
	<i>Notes:</i>			
8/19/24	During weekly PLCs, the focus will be on unpacking, planning, data analysis, and using grade level CFAs.		Elaina Jones	05/23/2025
	<i>Notes:</i>			
8/19/24	Data Days & Goal Teams will analyze data and ensure Core I plans addressing grade level deficits are appropriate.  Data days and goal teams will analyze data among our subgroups to ensure the trajectory of learning is comparable to their peers and determine best practices to address disparities among subgroups.  The Science Goal Team will focus on building background knowledge and vocabulary skills in all grade levels that will attribute to positive literacy outcomes.		Misty Basham	05/23/2025
	<i>Notes:</i>			
8/27/24	After two cycles of collected CWT data, leadership will review data during the week of 10/11/24, 12/20/24, 3/7/25, & 5/23/25.		Misty Basham	05/23/2025
	<i>Notes:</i>			
8/27/24	Each Quarter, a PBIS school wide reward will be given to any student who has met the PBIS goal team approved expectations.		Brooke Morgan	05/23/2025
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>How it will look when fully met:</b>		When objective 2.04 is met CORE plans will be implemented by classroom teachers with fidelity. CORE plans will be created and implemented via PLCs 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 fidelitv with CORE instruction. The			<b>Misty Basham</b>	<b>05/23/2025</b>

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.

Data will also show an increase in proficiency as measured by NC Check Ins, EOGs, Dibels 8 and iReady.

**Actions**

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8/19/24	During PLCs, staff will introduce and unpack new curriculum guides, plan lesson and CFAs, and analyze data.	Complete 08/20/2024	Grade Level Chairs	08/20/2024
<i>Notes:</i>				
9/18/23	Instructional Teams will utilize data to create core plans and core instruction.		PLC Teams	10/01/2024
<i>Notes:</i>				
9/18/23	Utilize the CWT walkthrough tool to monitor adherence to the master schedule, CORE instruction, and effectiveness of groups. Data will be utilized to make instructional decisions and identify strengths and weaknesses. The CWT tool will be assessed to ensure it is targeting areas that need to be monitored appropriately.		Leadership Team	10/11/2024
<i>Notes:</i>				
8/27/24	During Classroom Walkthroughs (CWTs), teachers will receive immediate feedback along with specific action steps to enhance instructional fidelity. After completing a full cycle of CWTs by 10/11, we will analyze the data to assess whether sufficient progress in fidelity has been achieved. If the data indicates that growth in fidelity is insufficient, Basham and Jones will provide targeted professional development focused on the identified areas of concern (e.g., CORE instruction, adherence to the schedule). This support will include modeling and coaching to address the specific needs. If, after a second CWT cycle by 12/20, there is still no significant improvement, a detailed plan of action will be developed for the teacher, as necessary.		Misty Basham	12/20/2024
<i>Notes:</i>				
9/18/23	Data Days will occur after diagnostic and Checkin assessments in PLCs to determine if CORE plans are being effective or if changes are needed. During Data Days, goal teams will review grade level gaps using data and will determine methods for closing gaps.		Misty Basham	12/20/2024
<i>Notes:</i>				
8/27/24	A CWT tool will be used to ensure the implementation of master		Misty Basham	04/01/2025

	schedule, CORE, small group instruction, & interventions are being followed with fidelity.			
<i>Notes:</i>				
9/18/23	Grade levels will continue to include and plan small groups on lesson plans detailing specific steps to address the needs.		Grade Level PLCs	05/23/2025
<i>Notes:</i>				
1/10/23	Review and Analyze 2024-2025 CWT data with goal teams, determine strengths and areas for improvement.		Leadership Team	05/23/2025
<i>Notes:</i>				
1/10/23	Tier 1/CORE plans updated for BOY,MOY, and EOY cycle, Next steps noted for grade level instructional improvements for next school year.		Grade Level Chairs	05/23/2025
<i>Notes:</i>				
9/18/23	Data days will occur after IReady, Check Ins, mClass, to ensure alignment and make programmatic changes if needed.		Elaina Jones	05/23/2025
<i>Notes:</i>				
8/19/24	All PLC's will meet at least one additional per week in addition to the official PLC meeting to continue planning lessons, CFAs, sharing best practices, and collecting resources.		Grade Level Chairs	05/23/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
	<b>B1.05</b>	<b>The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>How it will look when fully met:</b>		When this goal is met, staff and parents will have frequent opportunities to voice constructive critiques of the school's progress and suggestions for improvement.		<b>Corey Johnson</b>	<b>05/23/2025</b>
<b>Actions</b>			<b>0 of 9 (0%)</b>		
	8/19/24	The district Student Code of Conduct will be distributed to staff, students, and parents/guardians.		Misty Basham	08/23/2024
<i>Notes:</i>					
	8/19/24	The schools mission and core values are evaluated to ensure these are the driving force behind everything we do.		Misty Basham	08/26/2024

<i>Notes:</i>			
8/19/24	Scotts staff have created and will update a yearlong calendar where all events are outlined.		Teachers 08/26/2024
<i>Notes:</i>			
8/19/24	Learning teams will utilize strategies from Alison Kiser and her team in regards to COLORS, Hattie's research on effect size, and creating norms and roles for PLCs, SIT, Goal Teams, and Leadership meetings.		Corey Johnson 09/03/2024
<i>Notes:</i>			
8/27/24	At Q1, we will send out a climate survey follow up to assess progress on the identified areas of concern to gather feedback on actions steps.		Misty Basham 12/01/2024
<i>Notes:</i>			
8/19/24	A matrix will be created and updated that includes meeting dates and information so that information can be distributed to all stakeholders.		Misty Basham 12/20/2024
<i>Notes:</i>			
8/19/24	Staff will work on a book study that focuses on rewiring school culture to ensure we are effectively addressing a positive and productive school.		Teachers 02/18/2025
<i>Notes:</i>			
8/19/24	Issues and challenges will be addressed via PLCs, SIT, goal teams, and leadership to ensure all have a voice and ownership in overcoming these challenges.		Corey Johnson 05/23/2025
<i>Notes:</i>			
8/19/24	Leadership, goal teams, and SIT are working to establish systems that allow stakeholders to have a voice in creating and are clear to all parties.		Teachers 05/23/2025
<i>Notes:</i>			