

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: **S**afe, **O**utstanding, **A**ccountable, and **R**espectful

Goals:

A4.01 Target Goal: By 2025, the reading EOG composite score will increase from 69.3% proficiency to 73%. We will reach this goal by providing strong core instruction, including the Magnetic Reading Program in 3rd, 4th, and 5th grade, and conducting targeted interventions to students with a certified intervenionist.

A4.01 Target Goal: By 2025, the math EOG composite score will increase from 82.1% to 85%. We will reach this goal by providing strong core instruction and interventions to students.

A4.01 Strategic goal: By 2028, the reading EOG composite score will be 78%. We will reach this goal by providing strong core instruction and tiered instruction.

A 4.01 Strategic goal: By 2028, the math EOG composite score will be 88%. We will reach this goal by providing strong core instruction and tiered instruction.

A4.01 Target Goal: By 2025, Science EOG composite score will increase from 86.8% to 88% by providing hands on activities, a focus on vocabulary, and rigorous and relevant instruction, to be assessed in all grade levels.

A4.01 Strategic Goal: By 2028, the science EOG composite score will increase from 86.8% to 88%, or higher, by providing hands-on activities, a targeted focus on vocabulary, and rigorous and relevant instruction, assessed at all grade levels.

A3.09 Target Goal: By May 2025, all teachers will differentiate to provide appropriate rigor during small group instruction 75% of the time so that students can meet their academic goals, which will be measured by classroom walk through data.

A3.09 Strategic Goal: By May 2026, all teachers will differentiate to provide appropriate rigor during small group instruction 85% of the time so that students can meet their academic goals, which will be measured by classroom walk through data.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
How it will look when fully met:	All students will be provided rigorous activities throughout their school day. Time on task will be maximized with high student engagement throughout. Expectations will be evident and clearly communicated. This will include teachers having unpacked standards and both teaching and assessing on the level intended by the curriculum guide. Students will be supported by classroom teachers and additional support staff, as appropriate. All students will show growth on informal and formal assessments			Jennifer Dalton	05/01/2025
Actions			0 of 8 (0%)		
	8/9/24	Teachers will create and maintain a detailed schedule that includes the various components of reading and math, based on district and school initiatives.		Amanda Duncan	08/30/2024
<i>Notes:</i> Schedules will be posted in classrooms					
	8/9/24	Leadership will complete classroom walkthroughs to ensure schedules are maintained, rigor is present, and differentiation is happening.		Jennifer Dalton	09/01/2024
<i>Notes:</i>					
	8/9/24	Grade levels will meet in PLCs to complete unpacking of standards.		Lisa Souther	09/25/2024
<i>Notes:</i>					
	8/9/24	Grade levels will plan CFAs based on curriculum guides to regularly assess student progress and proficiency.		Hannah Rash	10/30/2024
<i>Notes:</i>					
	8/9/24	Teachers will complete data analysis using CheckIns, CFAs, and progress monitoring.		Kim Thrift	12/05/2024
<i>Notes:</i>					
	8/9/24	Lesson plan feedback will be provided to monitor use of DOK and differentiation		Lynn Taylor	01/15/2025
<i>Notes:</i>					
	8/9/24	Additional support session provided for teachers whose walkthrough data is not showing use of differentiation, or data analysis is not showing student growth		Tammy Farr	02/10/2025
<i>Notes:</i>					
	8/9/24	Depth of Knowledge PD provided		Jessica Kessler	03/30/2025

Notes:

	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
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	05/30/2025
Actions				68 of 76 (89%)		
<i>Notes:</i> Completed with teachers and parents						
8/23/24			MTSS team will meet with behavior specialist to problem solve students who's behavior is impeding learning of themselves or others		Gregg Farr	08/30/2024
<i>Notes:</i>						
8/23/24			4th and 5th grade teachers will be provided with professional development on morpheme magic to improve core instruction and build student vocabulary.		Lisa Souther	09/30/2024
<i>Notes:</i>						
8/9/24			Teachers will complete data analysis, including next steps, using CFAs, Checkins, and progress monitoring data to track academic changes on data board.		Kim Thrift	10/30/2024
<i>Notes:</i>						
8/9/24			Teachers will provide intervention logs as a fidelity check for Tier II and III students and review students who are on track to meeting stretch growth		Jennifer Dalton	11/10/2024
<i>Notes:</i>						
8/9/24			Teachers who have not completed and provided evidence of regular interventions/progress monitoring will meet with leadership to discuss		Lisa Souther	12/10/2024

	possible need for support and next steps.			
	<i>Notes:</i>			
8/9/24	Data analysis with interventionist to adjust intervention groups as needed. Track group data and upload to rti-stored.		Jennifer Dalton	01/15/2025
	<i>Notes:</i>			
8/9/24	Meet with school counselor to review attendance and behavior data concerns that could be hindering individual student's growth and achievement.		Gregg Farr	02/01/2025
	<i>Notes:</i>			
8/9/24	Review tier III students with psychologist who are not making progress and may need testing for exceptional children's services.		Sydnee Thaxton	03/01/2025