

Comprehensive Progress Report

Mission:

Mission: At WHES, we create a welcoming place where students are Safe, Organized, Accountable, and Respectful. We inspire a love of learning and promote academic excellence preparing Hawks for success now and in the future.

Motto: Learning Today. Leading Tomorrow. SOARing to New Heights!

Vision:

Vision: Empowering every student through personalized learning, collaboration, and excellence—preparing lifelong learners for an ever-changing world.

Goals:

A2.11 ALL teachers build students metacognitive skills by teaching learning strategies, tools, and their appropriate application, as well as, providing students with processes for determining their own mastery of tasks. Target Goal: By 2026, WHES' overall EOG composite score will increase from 80% to 86%. We will attain this goal by purposefully planning deep metacognitive questions and activities; planned productive struggle; Personalized Pathways; hands-on student activities; a targeted focus on vocabulary; a targeted focus on math conceptual skills; and student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans. Strategic Goal: By 2027, WHES' overall EOG composite score will be 89%. We will attain this goal by purposefully planning deep metacognitive questions and activities; planned productive struggle; Personalized Pathways; hands-on student activities; a targeted focus on vocabulary; a targeted focus on math conceptual skills; and student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans.

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. Target Goal: By 2025, WHES' overall iReady annual stretch growth will increase from 72% to 76%. We will attain this goal through weekly data-driven weekly PLC's; monthly MTSS meetings; iReady student pathway work; Personalized Pathways; targeted intervention groups; and rigorous instruction. Strategic Goal: By 2027, WHES' overall iReady annual stretch growth will be 80%. We will attain this goal through weekly data-driven weekly PLC's; monthly MTSS meetings; iReady student pathway work; Personalized Pathways; targeted intervention groups; and rigorous instruction.

A2.26 All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. Target Goal: By 2026, WHES' overall EOG composite score will increase from 80% to 85%. We will attain this goal by purposefully planning for student engagement and total participation strategies that actively engage all students to be involved in their learning. Successful completion of this goal will be evidenced through the use of grade level scopes and sequences; student engagement strategies evidenced during classroom walkthroughs; data collected from WHES' Instructional walkthrough tool; student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans; and by a decrease in office referrals and student suspensions. Strategic Goal: By 2027, WHES' overall EOG composite score will be 89%. We will attain this goal by purposefully planning student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans; grade level scopes and sequences; student engagement strategies evidenced during classroom walkthroughs; data collected from WHES' Instructional walkthrough tool; and by a decrease in office referrals and student suspensions.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		<p>4.01 Teachers utilize MTSS Tier system to pinpoint deficits and strategies to improve student learning and to develop a research-based intervention plan for students in the tiered process. PLC meetings focus on instructional practices and student data to improve student learning and mastery of standards. One PLC a month is dedicated to reviewing student's progress in the MTSS process. Appropriate data and progress monitoring is then updated. Data is readily available on mClass and i-Ready and is updated as progress monitoring is completed. Data is used to create small instructional groups, iReady data is used to drive reading instruction and iReady is used to drive Math instruction and close gaps. CWTs, administrative observations, and PDP discussions are used to improve teacher planning, delivery of lessons, and ensure curriculum is aligned to the CCSS.</p> <p>Target Goal: By spring 2026, WHES' overall iReady annual stretch growth will increase from 41.5% to 50%. We will attain this goal through weekly data-driven weekly PLC's; monthly MTSS meetings; iReady student pathway work; Personalized Pathways; targeted intervention groups; iReady mentors; and rigorous instruction.</p> <p>Strategic Goal: By spring 2027, WHES' overall iReady annual stretch growth will be 65% or higher. We will attain this goal through weekly data-driven weekly PLC's; monthly MTSS meetings; iReady student pathway work; Personalized Pathways; targeted intervention groups; iReady mentors; and rigorous instruction.</p>	Limited Development 03/13/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	4.01 Differentiation in the core subject areas will be evident in all classrooms, identified by specific skill and specific student. Students would be placed in appropriate tiers based on comprehensive data about the needs of the student and goals created that are measurable and observable. Research based-interventions would be conducted in the identified area of weakness and monitored on a weekly or bi-weekly basis and progress towards goals assessed. All progress monitoring data would be maintained and discussed in the monthly MTSS PLC. Student's would be moved within Tiers based on the outcomes of the interventions. A minimum of six data points would be captured per goal prior to a decision of movement within the Tiers. All decisions should be based on data and documentation. Ensure that each teacher is implementing effective teaching practices aligned to standards. The instructional facilitator will coach teachers on providing appropriate level interventions and progress monitoring tools for deficit skills in both reading and math.			Meghann Fairchild	05/01/2027
Actions			0 of 37 (0%)		
9/13/23	Monthly MTSS meetings will be held to review student data- academic and behavioral, and plans for addressing gaps or needs will be implemented.			Meghann Fairchild	09/25/2025
<i>Notes:</i>					
9/8/25	Students will be tracking their own data and setting their own goals using Data Notebooks and Goal setting.			Kristie Spenner	10/01/2025
<i>Notes:</i>					
9/8/25	iReady student pathways will be utilized to ensure students pass at least 2 lessons a week at 80% or higher accuracy, thus furthering their annual typical and annual stretch growth.			Meghann Fairchild	10/06/2025
<i>Notes:</i>					
9/13/22	Grade level teams will develop Tier 1 instructional plans for Literacy and Math based on universal screening data.			Meghann Fairchild	10/08/2025
<i>Notes:</i>					
9/16/21	In PLC's, K-5 teachers will create Common Formative Assessments for each standard to assess student mastery at a minimum 2-3 DOK level, and core small groups will be built around student needs.			Kristie Spenner	10/14/2025
<i>Notes:</i>					
9/16/21	HAWKS Intervention/Enrichment Groups and data will be monitored			Kristie Spenner	11/01/2025

	and adjusted throughout the year quarterly to show student growth.			
	<i>Notes:</i>			
9/13/22	Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 1st quarter.		Meghann Fairchild	11/01/2025
	<i>Notes:</i>			
9/13/23	K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 1.		K-3 SIT reps	11/01/2025
	<i>Notes:</i>			
9/13/23	Educator's Handbook will be utilized to track minor and major office referrals monthly for behavior data for MTSS for the first quarter. Trends will be identified and action plans will be created as necessary. Behavior Team will meet monthly to discuss progress.		Marc Pecorella	11/04/2025
	<i>Notes:</i>			
9/8/25	Personalized pathways will be utilized by grade levels to ensure students are receiving differentiated assignments and activities based on data in order to grow every student.		Kristie Spenner	12/01/2025
	<i>Notes:</i>			
8/17/25	Educator's Handbook will be utilized to track minor and major office referrals monthly for behavior data for MTSS for the second quarter. Trends will be identified and action plans will be created as necessary. Behavior Team will meet monthly to discuss progress.		Marc Pecorella	01/06/2026
	<i>Notes:</i>			
4/12/22	Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 2nd quarter.		Meghann Fairchild	01/13/2026
	<i>Notes:</i>			
9/13/23	K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 2.		Jennifer Sharpley	01/13/2026
	<i>Notes:</i>			
2/6/22	HAWKS Intervention/Enrichment Groups and data will be monitored and adjusted throughout the 2nd quarter to show student growth.		Kristie Spenner	01/13/2026
	<i>Notes:</i>			
9/13/23	K-5 teachers will track intervention data to show student progress or lack of progress for Quarter 2.		Kristie Spenner	02/10/2026

<i>Notes:</i>				
9/16/21	In PLC's, K-5 teachers will use the unpacking template to understand the grade level standards to assist with lesson planning and CFA creation during the first semester.		Meghann Fairchild	02/10/2026
<i>Notes:</i>				
9/20/21	Grade level teams will analyze adequate growth data from MOY to EOY. Tier 1 plans will be adjusted to reflect next steps.		Kristie Spenner	02/10/2026
<i>Notes:</i>				
9/17/19	Grade level teams will analyze adequate growth data from BOY to MOY. Tier 1 plans will be adjusted to reflect next steps.		Meghann Fairchild	02/10/2026
<i>Notes:</i>				
9/15/20	Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 3rd quarter.		Meghann Fairchild	03/17/2026
<i>Notes:</i>				
9/13/23	K-5 teachers will track intervention data to show student progress or lack of progress for Quarter 3.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
9/13/23	K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 3.		Jennifer Sharpley	03/17/2026
<i>Notes:</i>				
2/6/22	HAWKS Intervention/Enrichment Groups and data will be monitored and adjusted throughout the 3rd quarter to show student growth.		Meghann Fairchild	03/17/2026
<i>Notes:</i>				
9/13/23	Educator's Handbook will be utilized to track minor and major office referrals for behavior data for MTSS for the third quarter. Trends will be identified and action plans will be created as necessary. Behavior Team will meet monthly to discuss progress.		Marc Pecorella	03/17/2026
<i>Notes:</i>				
9/9/25	TA's will work with Fairchild on content to better assist with small group instruction.		Meghann Fairchild	05/05/2026
<i>Notes:</i>				
9/13/23	K-5 teachers will track intervention data to show student progress for Quarter 4.		Kristie Spenner	05/05/2026

<i>Notes:</i>				
9/13/23	K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 4.		Jennifer Sharpley	05/05/2026
<i>Notes:</i>				
8/17/25	Educator's Handbook will be utilized to track minor and major office referrals monthly for behavior data for MTSS for the fourth quarter. Trends will be identified and action plans will be created as necessary. Behavior Team will meet monthly to discuss progress.		Marc Pecorella	05/05/2026
<i>Notes:</i>				
9/8/25	Weekly Classroom Walkthroughs will be utilized to ensure that each teacher is implementing effective teaching practices aligned to standards.		Kristie Spenner	05/05/2026
<i>Notes:</i>				
9/13/23	HAWK intervention groups will meet with fidelity and teachers will discuss frequently to interpret data, make adjustments, and identify outliers throughout the year.		Kristie Spenner	05/05/2026
<i>Notes:</i>				
9/15/20	Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 4th quarter.		Meghann Fairchild	05/05/2026
<i>Notes:</i>				
2/3/20	5th grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.		Amanda Carruthers	05/05/2026
<i>Notes:</i>				
9/11/23	In PLC's, K-5 teachers will create Common Formative Assessments for each standard to assess student mastery at a minimum 2-3 DOK level, and 4 DOK level if possible each week for the second semester.		Kristie Spenner	05/05/2026
<i>Notes:</i>				
9/11/23	4th grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.		Christina White	05/05/2026
<i>Notes:</i>				
9/11/23	3rd grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.		Abigail Marone	05/05/2026
<i>Notes:</i>				
9/11/23	2nd grade teachers will finalize RtI stored plans for Tier 2 and Tier 3		Jennifer Sharpley	05/05/2026

	students with notes for next year's teachers.			
<i>Notes:</i>				
9/11/23	1st grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.		Adrian Bowie	05/05/2026
<i>Notes:</i>				
9/11/23	Kindergarten grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.		Amanda McEwen	05/05/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>A2.11: ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.</p> <p>WHES teachers are working on including productive struggle and Depths of Knowledge into each daily lesson for each core subject in order to provide students with a variety of ways to build their metacognitive skills and demonstrate appropriate application. They are utilizing goal setting, Student Data Notebooks, checks for understanding, and metacognition charts (thinking about their thinking) so students can determine their own level of mastery.</p> <p>Target Goal: By spring 2026, WHES' overall EOG composite score will increase from 80% to 85%. We will attain this goal by purposefully planning deep metacognitive questions and activities; planned productive struggle; Personalized Pathways; hands-on student activities; a targeted focus on vocabulary; a targeted focus on math conceptual skills; and student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans.</p>	Limited Development 09/05/2023		

	Strategic Goal: By spring 2027, WHES' overall EOG composite score will be 89%. We will attain this goal by purposefully planning deep metacognitive questions and activities; planned productive struggle; Personalized Pathways; hands-on student activities; a targeted focus on vocabulary; a targeted focus on math conceptual skills; and student goal setting and data tracking as evidenced through Student Data Notebooks and weekly lesson plans.			
How it will look when fully met:	<p>WHES will know this goal is fully implemented when each grade level lesson plan includes relevant, purposeful, highest DOK level questioning, and planning for student engagement and checks for understanding that promote struggle and deep thinking.</p> <p>Evidence includes lesson plans with productive struggle, DOK highest levels planned for, student products that show a high level of metacognitive processing skills, open-ended rubric graded responses (not just multiple choice/surface level).</p>		Kristie Spenner	05/06/2027
Actions		0 of 35 (0%)		
9/7/23	I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 4.		Kristie Spenner	09/06/2025
<i>Notes:</i>	DO NOT COMPLETE IN THE 2024/2025 SCHOOL YEAR			
9/7/23	K-5 utilize Student Data Notebooks to set goals and track progress for the first quarter.		K-5 SIT reps	10/07/2025
<i>Notes:</i>				
9/7/23	Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans in the first quarter.		3-5 SIT reps	11/04/2025
<i>Notes:</i>				
8/25/24	For each essential standard, every grade level (K-5) will have students working on personalized pathways differentiating tasks according to student data to meet individual student needs in quarter 1.		Amanda Carruthers	11/04/2025
<i>Notes:</i>				
9/7/23	I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 1.		Kristie Spenner	11/13/2025
<i>Notes:</i>				

9/7/23	K-5 will include Number Corner as evidenced in lesson plans and observations in Quarter 1.		Kristie Spenner	11/13/2025
<i>Notes:</i>				
9/7/23	K-5 will utilize pathways to differentiate learning for the first quarter.		Kristie Spenner	12/09/2025
<i>Notes:</i>				
9/7/23	Teachers will model metacognitive behaviors and practice through planned collaboration activities as evidenced through lesson plans and classroom observations for the first semester.		Kristie Spenner	12/09/2025
<i>Notes:</i>				
9/7/23	Teachers will ensure Depth of Knowledge questions and activities are evidenced in lesson plans for the first semester.		Kristie Spenner	12/09/2025
<i>Notes:</i>				
9/7/23	I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 2.		Kristie Spenner	12/09/2025
<i>Notes:</i>				
9/7/23	K-5 will include Number Corner as evidenced in lesson plans and observations in Quarter 2.		Kristie Spenner	12/09/2025
<i>Notes:</i>				
9/7/23	Rubrics will be used K-5 to assess open ended questions/higher order thinking throughout the first semester.		Meghann Fairchild	12/09/2025
<i>Notes:</i>				
9/7/23	K-3 teachers will track student progress using mClass to monitor student progress toward mClass stretch goal throughout the first semester.		Meghann Fairchild	01/13/2026
<i>Notes:</i>				
8/17/25	Teachers will build student confidence through the creation of positive classroom culture.		K-5 SIT reps	01/13/2026
<i>Notes:</i>				
8/17/25	Goal Teams will create strategy structures for reading and math K-5.		Goal Team leaders	01/13/2026
<i>Notes:</i>				
8/17/25	Teachers will actively engage students in setting a purpose for reading by questioning and making connections as evidenced by classroom walkthroughs and lesson plans in the first semester.		Amanda Carruthers	01/13/2026
<i>Notes:</i>				

8/25/24	For each essential standard, every grade level (K-5) will have students working on personalized pathways differentiating tasks according to student data to meet individual student needs in quarter 2.		Meghann Fairchild	02/10/2026
<i>Notes:</i>				
9/7/23	Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 2.		3-5 SIT reps	02/10/2026
<i>Notes:</i>				
9/13/23	Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 3.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
8/25/24	For each essential standard, every grade level (K-5) will have students working on personalized pathways differentiating tasks according to student data to meet individual student needs in quarter 3.		K-5 SIT reps	03/17/2026
<i>Notes:</i>				
9/7/23	K-5 will include Number Corner as evidenced in lesson plans and observations in quarter 4.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
9/7/23	Teachers in grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans in quarter 3.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
9/7/23	I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 3.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
9/7/23	K-5 will include Number Corner as evidenced by lesson plans and observations in Quarter 3.		Kristie Spenner	03/17/2026
<i>Notes:</i>				
9/7/23	3-5 teachers will track student progress using iReady to monitor student progress toward their EVAAS projected state percentile from the previous year.		Kristie Spenner	04/14/2026
<i>Notes:</i>				
8/25/24	For each essential standard, every grade level (K-5) will have students working on personalized pathways differentiating tasks according to student data to meet individual student needs in quarter 4.		Kristie Spenner	04/14/2026
<i>Notes:</i>				
8/17/25	Rubrics will be used K-5 to assess open ended questions/higher order		Meghann Fairchild	04/14/2026

	thinking throughout the second semester.			
	<i>Notes:</i>			
8/17/25	Student discourse will be evident throughout the year in lesson plans and classroom observations.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
9/13/23	Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 4.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
9/7/23	5th grade students will use science and engineering practice as evidenced in lesson plans, student output, and classroom observations.		Amanda Carruthers	05/05/2026
	<i>Notes:</i>			
9/7/23	K-5 teachers will track student progress using iReady to monitor student progress toward iReady annual stretch growth throughout the second semester.		Meghann Fairchild	05/05/2026
	<i>Notes:</i>			
9/7/23	Teachers will model metacognitive behaviors and practice through planned collaboration activities as evidenced through lesson plans and classroom observations for the second semester.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
9/7/23	Teachers will ensure Depth of Knowledge questions and activities are evidenced in lesson plans for the second semester.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
9/7/23	Teachers in grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for quarter 4.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
9/7/23	K-5 students will explain, prove, or justify their thinking/in answers as evidenced in lesson plans and classroom walkthroughs and observations throughout the year.		Kristie Spenner	05/05/2026
	<i>Notes:</i>			
	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.(5342)	Implementation Status	Assigned To
Initial Assessment:	A2.26: All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation	No Development 08/13/2025		Target Date

	<p>to learn.</p> <p>WHES is just implementing this indicator. WHES teachers work as grade level teams to unpack the standards using the curriculum guide with purposefully planned student engagement. Teachers are using a variety of total participation techniques and Kagan structures, along with positive classroom management, behavior MTSS meetings, and peer instructional walks to enhance their ability to motivate students to learn.</p> <p>Target Goal: By spring 2026, WHES' overall EOG composite score will increase from 79% to 85%. We will attain this goal by unpacking grade level standards as a team; grade levels are purposefully planning student engagement throughout weekly lesson plans; and students are actively owning personalized pathways, goal setting and data tracking.</p> <p>Strategic Goal: By spring 2027, WHES' overall composite score will be 89%. We will attain this goal by unpacking grade level standards as a team; grade levels are purposefully planning student engagement throughout weekly lesson plans; and students are actively owning personalized pathways, goal setting and data tracking.</p>			
How it will look when fully met:	WHES will know this goal is fully implemented when each grade level unpacks the standards weekly in PLC's and student engagement is purposefully planned and evident in weekly lesson plans and classroom walkthroughs. Students will be actively engaged in their own learning through personalized pathways, student goal setting, and student data-tracking.		Kristie Spenner	05/01/2027
Actions		0 of 28 (0%)		
8/17/25	Morning meeting will be visible on the Master schedule.		Olivia Satler	08/19/2025
<i>Notes:</i>				
8/17/25	Each grade level will submit their proposed scope and sequence for the year by the end of August.		Kristie Spenner	09/01/2025
<i>Notes:</i>				
8/17/25	Ensure there is a goal on our school SIP addressing discipline and behavior.		Kristie Spenner	09/01/2025
<i>Notes:</i>				
8/13/25	Establish a Behavior Team that will meet monthly to review behavior		Marc Pecorella	09/01/2025

	data and disproportionality rates.			
	<i>Notes:</i>			
8/17/25	Disproportionality spreadsheet must be submitted to district monthly during the first quarter.		Marc Pecorella	11/04/2025
	<i>Notes:</i>			
8/17/25	Grade levels will share students for core small groups and track their progress weekly throughout the first quarter.		SIT grade level reps	11/04/2025
	<i>Notes:</i>			
8/17/25	Evidence of Morning Meeting/Second Step being a priority amongst grade levels as evidenced in weekly lesson plans in the first quarter.		Olivia Satler	11/04/2025
	<i>Notes:</i>			
8/17/25	All students K-5 will track their grade level data through student goal setting and data notebooks in the first quarter.		SIT reps	11/04/2025
	<i>Notes:</i>			
8/17/25	Evidence of Morning Meeting/Second Step being a priority amongst grade levels as evidenced in weekly lesson plans in the second quarter.		Olivia Satler	12/09/2025
	<i>Notes:</i>			
8/17/25	All teachers will use Total Participation Techniques/Kagan Structures to engage all students as evidenced through lesson plans and classroom walkthroughs in the first semester.		Kristie Spenner	12/09/2025
	<i>Notes:</i>			
8/17/25	Grade levels will unpack standards in weekly PLC's throughout the first semester.		Meghann Fairchild	12/09/2025
	<i>Notes:</i>			
8/17/25	Grade levels will share students for core small groups and track their progress weekly throughout the second quarter.		Grade level chairs	01/13/2026
	<i>Notes:</i>			
8/17/25	All students K-5 will track their grade level data through student goal setting and data notebooks in the second quarter.		SIT reps	01/13/2026
	<i>Notes:</i>			
8/17/25	Disproportionality spreadsheet must be submitted to district monthly during the second quarter.		Marc Pecorella	01/13/2026
	<i>Notes:</i>			
8/17/25	Monthly behavior meetings throughout the first semester to review		Marc Pecorella	01/13/2026

	behavior data and monitor disproportionality rates.			
	<i>Notes:</i>			
8/17/25	Disproportionality spreadsheet must be submitted to district monthly during the third quarter.		Marc Pecorella	03/17/2026
	<i>Notes:</i>			
8/17/25	All students K-5 will track their grade level data through student goal setting and data notebooks in the third quarter.		SIT reps	03/17/2026
	<i>Notes:</i>			
8/17/25	Evidence of Morning Meeting/Second Step being a priority amongst grade levels as evidenced in weekly lesson plans in the third quarter.		Olivia Satler	04/14/2026
	<i>Notes:</i>			
8/17/25	Grade levels will share students for core small groups and track their progress weekly throughout the third quarter.		Grade level chairs	04/14/2026
	<i>Notes:</i>			
8/17/25	SIT is doing a book study on student efficacy to improve student motivation to learn.		SIT reps	04/14/2026
	<i>Notes:</i>			
8/17/25	Student choice will be evident in lesson plans and walkthroughs throughout the year.		SIT grade level reps	04/14/2026
	<i>Notes:</i>			
8/17/25	Monthly behavior meetings throughout the second semester to review behavior data and monitor disproportionality rates.		Marc Pecorella	05/05/2026
	<i>Notes:</i>			
8/17/25	Disproportionality spreadsheet must be submitted to district monthly during the fourth quarter.		Marc Pecorella	05/05/2026
	<i>Notes:</i>			
8/17/25	Grade levels will share students for core small groups and track their progress weekly throughout the fourth quarter.		Grade level chairs	05/05/2026
	<i>Notes:</i>			
8/17/25	Grade levels will unpack standards in weekly PLC's throughout the second semester.		Meghann Fairchild	05/05/2026
	<i>Notes:</i>			
8/17/25	All teachers will use Total Participation Techniques/Kagan Structures to engage all students as evidenced through lesson plans and classroom		Kristie Spenner	05/05/2026

	walkthroughs in the second semester.			
	<i>Notes:</i>			
8/17/25	Evidence of Morning Meeting/Second Step being a priority amongst grade levels as evidenced in weekly lesson plans in the fourth quarter.		Olivia Satler	05/05/2026
	<i>Notes:</i>			
8/17/25	All students K-5 will track their grade level data through student goal setting and data notebooks in the fourth quarter.		SIT reps	05/05/2026
	<i>Notes:</i>			