

Comprehensive Progress Report

Mission: [Mission/Core Values](#)

Vision: At Scott’s A+ Elementary , we nurture and provide a safe, supportive environment where children can thrive. By integrating A+ Arts into our everyday learning, we inspire creativity, curiosity, and a love for learning. We are committed to helping every child grow academically, emotionally, and socially—preparing them for success in school and in life.

Goals:

By May 2026, the percentage of students meeting or exceeding grade-level benchmarks in reading will increase by at least 5% in mClass as measured by the EOY benchmarks taking Scotts from 53% to 58% aligning with key indicator 4.01

1.07: For the 2025-2026 school year, a PBIS matrix, and schoolwide classroom management system with rewards will be used as a core behavior plan for all students. If the goal is implemented well and done with fidelity, we will cut our ODRS by 10% in Educators Handbook taking it from 112 to 101.



! = 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		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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)		Limited Development 06/08/2017		
		Scotts Elementary currently utilizes MTSS practices; however, consistent implementation and progress monitoring across all grade levels is an area for growth. Data analysis cycles are in place but need more precision in using data to adjust instruction for all tiers.				

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	By May 2026, the percentage of students meeting or exceeding grade-level benchmarks in reading will increase by at least 5% in mClass as measured by the EOY mClass benchmark taking Scotts from 53% to 58%.			Elaina Jones (elected 2024)	05/22/2026
Actions			0 of 7 (0%)		
8/20/25	Train teachers on Heggerty fidelity checklist with K-1, so they know what is expected of them during this block.			Jenny Todd (elected 2024)	08/26/2025
	<i>Notes:</i>				
8/20/25	Train teachers on Letterland 2.0 fidelity checklist with K-3, so they know what is expected of them during this block.			Selma Wingert (elected 2024)	09/02/2025
	<i>Notes:</i>				
8/19/25	Implement Letterland 2.0 with fidelity using whole group, small group, and independent practice.			Bethany Martin	09/02/2025
	<i>Notes:</i>				
8/20/25	Train teachers on effective CORE instruction in reading (Letterland, Heggerty, Magnetic Reading, Morpheme Magic).			Elaina Jones (elected 2024)	09/05/2025
	<i>Notes:</i>				
8/12/25	Examine and identify gaps in effectiveness of CORE instruction based on data and CWT analysis.			Jamie Caldwell (elected 2025)	09/26/2025
	<i>Notes:</i>				
8/12/25	Implement monthly Engagement Strategy Spotlights during PLCs, where teachers share and model evidence-based, high-engagement instructional strategies (e.g., cooperative learning, hands-on activities, real-world problem solving) and plan ways to incorporate them into upcoming lessons to spark student curiosity and increase active participation.			Elaina Jones (elected 2024)	05/15/2026
	<i>Notes:</i>				
8/12/25	Focus on the implementation of required curriculum (Heggerty, Letterland 2.0, magnetic reading and morpheme magic for reading grade by using the fidelity checklist, CWT data, and observations and reporting back in leadership and focusing on next steps.			Jamie Caldwell (elected 2025)	05/22/2026
	<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		A PBIS documentation sheet is being used. Data will be reviewed at each progress report and report card dates. School-wide incentives are in place for classrooms that meet the matrix expectations.	Limited Development 09/02/2022			
<i>How it will look when fully met:</i>		For the 2025-2026 school year, a PBIS matrix, and schoolwide classroom management system with rewards will be used as a core behavior plan for all students. If the goal is implemented well and done with fidelity, we will cut our ODRS by 10% in EdHanbook taking it from 112 to 101.		Brooke Morgan (elected 2024)	05/22/2026	
Actions			0 of 7 (0%)			
	8/12/25	Create a schoolwide list of incentives and school store for student rewards by cashing in Dojo Points biweekly.		Brooke Morgan (elected 2024)	08/05/2025	
<i>Notes:</i>						
	8/12/25	Provide training and modeling for teachers on effective, proactive classroom management strategies, including explicit teaching of behavior expectations.		Jamie Caldwell (elected 2025)	08/29/2025	
<i>Notes:</i>						
	8/12/25	Revisit and refine schoolwide PBIS expectations (“Scotts Standards”) with staff, ensuring clear alignment with classroom procedures.		Brooke Morgan (elected 2024)	10/03/2025	
<i>Notes:</i>						
	8/12/25	Teachers will implement the Second Step SEL program with weekly lessons		Brooke Morgan (elected 2024)	05/15/2026	
<i>Notes:</i>						
	8/12/25	Review behavior data during monthly goal team meetings and share out with staff.		Brooke Morgan (elected 2024)	05/15/2026	
<i>Notes:</i>						
	8/12/25	Engage families in reinforcing behavior expectations through newsletters, events, and resources for supporting positive behaviors at home.		Jamie Caldwell (elected 2025)	05/15/2026	
<i>Notes:</i>						

8/12/25 Focus on positive behavior and character traits of the month in Morning Meetings in addition to the SEL curriculum. Teach students how to develop positive interactions with adult and students.

Brooke Morgan
(elected 2024)

05/15/2026

Notes: