

## Comprehensive Progress Report

**Mission:** Shepherd's Mission: We will inspire, motivate, and encourage student learning, preparing students to become life-long learners in the 21st Century and value the whole child. We will do this by communicating positively, respecting and encouraging everyone while collaborating effectively to meet the needs of our students. SIT's Vision aligns with school vision: For all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

**Vision:** Principal Mitchell's vision is for all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

**Goals:**

SMART GOAL: Per EOG data by June 2026, our school's overall proficiency will increase from 59% (24-25) to 62% (25-26) proficiency.

SMART GOAL: Based on 25-26 end of year data, we will reduce our total number of ODRs of 227 (24-25) to 205 ODRs (25-26). 100% of staff will know and implement behavior management protocols with fidelity.



! = 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>		We are using evidence based strategies with students at all levels. We are documenting progress monitoring and monitoring our at risk students. Our focuses are Tier 1: increasing 1st graders' proficiency in NWF (accuracy) and Tier 2 & 3: decreasing the number of tier 2 & 3 students in 4th grade math.	Limited Development 06/14/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>STRATEGIC GOAL: Per EOG data by June 2026, our school's overall proficiency will increase from 59% (24-25) to 62% (25-26) proficiency.</p> <p>TARGET GOAL #1: 5th Grade Math EOG will increase from 59.5 (24-25) to 66% (25-26) proficiency.</p> <p>TARGET GOAL #2: 3rd Grade Math EOG will increase from 51.8 (24-25) to 60% (25-25) proficiency.</p> <p>TARGET GOAL #3: 3rd Grade Reading EOG will increase from 41.1% (24-25) to 52% (25-26) proficiency.</p>			<b>Kim Mitchell</b>	<b>06/01/2026</b>
<b>Actions</b>			<b>0 of 10 (0%)</b>		
8/12/25	Teachers will utilize Bridges Interventions and Mrs. Tilley (4th grade) for Tier 2 & 3 math interventions.			Chase Walden (elected 2025)	10/07/2025
<i>Notes:</i>					
6/2/25	Create system to check/review reading & math progress monthly (EC).			Chase Walden (elected 2025)	11/04/2025
<i>Notes:</i>					
6/2/25	K-2 Teachers will utilize Letterland for Tier II interventions.			Chase Walden (elected 2025)	11/04/2025
<i>Notes:</i>					
6/2/25	Teachers will differentiate instruction based on the online components of the K-8 Rethink Curriculum			Moyer	11/25/2025
<i>Notes:</i>					
6/2/25	Grade level chairs will ensure alignment between assessment data and instructional decisions.			Chase Walden (elected 2025)	12/02/2025
<i>Notes:</i>					
9/4/25	Each grade level will utilize unit assessments in Bridges Math as a common assessment to monitor mastery proficiency for each unit. Teachers will address gaps based on proficiency percentages.			Chase Walden (elected 2025)	03/03/2026
<i>Notes:</i>					

9/4/25	K-2 will utilize common assessments & mClass diagnostics and 3rd-5th grades will utilize unit assessments in Magnetic Reading as a common assessment to monitor mastery proficiency for each unit. Teachers will address gaps based on proficiency percentages.		Chase Walden (elected 2025)	03/03/2026
<i>Notes:</i>				
6/2/25	Each grade level will create a common assessment for each science standard.		Chase Walden (elected 2025)	04/14/2026
<i>Notes:</i>				
6/2/25	School will utilize Mr. Garrett for fluency and stamina interventions (2nd-3rd).		Chase Walden (elected 2025)	05/05/2026
<i>Notes:</i>				
6/2/25	Teachers will utilize UFLI and Ms. Poteat (2nd and 3rd) to improve decoding fluency.		Kim Mitchell	05/05/2026
<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>!</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>
<i>Initial Assessment:</i>			We will use both math and reading EOG data. We will have to focus on building fluency, endurance, and comprehension for reading, and then we have math and science gaps. We focus on the fidelity of our initiatives, quality instruction, and student engagement.	Limited Development 06/13/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>			STRATEGIC GOAL: Per EOG data by June 2026, our school's overall proficiency will increase from 59% (24-25) to 62% (25-26) proficiency.  TARGET GOAL #1: 5th Grade Math EOG will increase from 59.5 (24-25) to 66% (25-26) proficiency.		<b>Kim Mitchell</b>	<b>06/01/2025</b>

TARGET GOAL #2: 3rd Grade Math EOG will increase from 51.8 (24-25) to 60% (25-25) proficiency.

TARGET GOAL #3: 3rd Grade Reading EOG will increase from 41.1% (24-25) to 52% (25-26) proficiency.

**Actions**

**0 of 19 (0%)**

5/23/25 Teachers implement core instruction in accordance with the district-approved curriculum guide, utilizing programs such as Letterland, Magnetic Reading, Heggerty, and Bridges. Collaborative planning occurs regularly within Professional Learning Communities (PLCs) to ensure instructional consistency and alignment across grade levels. Teams will utilize LETRS' "Comprehension Planning Checklist" weekly in PLCs.

Price

10/07/2025

*Notes:*

6/2/25 EC students will receive daily Letterland instruction in K-2

Kensley Dalton

10/07/2025

*Notes:*

9/17/25 Teachers will be trained to use LETRS "Comprehension Planning Checklist" in ERPD.

Lauryn Johnson

10/07/2025

*Notes:*

5/23/25 Each grade level with focus on building fact fluency (games, hands-on activities, subitizing).

Kensley Dalton

11/04/2025

*Notes:*

5/23/25 In addition to core teachers group students per their tier 2 and tier 3 goals.

Delatte

11/25/2025

*Notes:*

5/23/25 Teachers will ensure an enrichment option is provided for each standard by reviewing lesson plans in goal team meetings.

Kensley Dalton

12/02/2025

*Notes:*

5/23/25 Use screeners for each unit to determine groupings for enrichment opportunities.

Kensley Dalton

12/02/2025

*Notes:*

5/23/25 All math teachers will utilize the Bridges workstations.

Kensley Dalton

01/06/2026

*Notes:*

5/23/25	During monthly Multi-Tiered System of Supports (MTSS) meetings, grade-level teams will report on student progress using current academic and behavioral data. These meetings will serve as a platform for collaborative problem-solving, where teams analyze trends, monitor intervention effectiveness, and make data-informed decisions to adjust instructional supports as needed.		Kensley Dalton	02/03/2026
<i>Notes:</i>				
6/2/25	Grade level reps will collect science data from their teams		Kensley Dalton	02/03/2026
<i>Notes:</i>				
6/2/25	Team will analyze collected science data		Kensley Dalton	02/03/2026
<i>Notes:</i>				
6/2/25	Team will make suggestions based on the science data that has been collected		Kensley Dalton	02/03/2026
<i>Notes:</i>				
6/2/25	All regular education teachers will use Letterland for Tier 2 and UFLI Tier 3		Lauryn Johnson	03/03/2026
<i>Notes:</i>				
5/23/25	During planning the team will ensure that they are aligning quality instruction that aligns standards = analyzing instructional programs to select meaningful & quality sections of each lesson provided (Bridges Math, Number Corners, Magnetic Reading, Letterland, Heggerty, Bridges Interventions, and Reading Core Standards).		Kensley Dalton	03/03/2026
<i>Notes:</i>				
5/23/25	Teachers administer formative checkpoints and common assessments (CAs) to analyze student progress and identify learning gaps. Assessment data are used to inform instructional adjustments and regroup students to provide targeted support based on individual needs.		Lauryn Johnson	04/14/2026
<i>Notes:</i>				
5/23/25	Progress monitor tier 2 every two weeks and tier 3 every week and move tiers as needed.		Lauryn Johnson	04/14/2026
<i>Notes:</i>				
5/23/25	Teachers will discuss & agree what each standard "looks like" (unpacking) in PLC 1. Part of unpacking also includes looking at all of the components in each of our instructional programs		Kensley Dalton	05/05/2026
<i>Notes:</i>				

9/17/25	IF and Admin will attend grade level planning (PLC 2) to complete LETRS "Comprehension Planning Checklist" utilizing Magnetic Reading (grades 3rd - 5th), Rooted in Reading (grade 2), and Letterland (grades K-2).		Kensley Dalton	05/05/2026
<i>Notes:</i>				
5/23/25	All math teachers will teach Bridges Math program with fidelity based on the scope and sequence in curriculum guides.		Kensley Dalton	05/05/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Shepherd has created a matrix that lists and explains expectations throughout the school. It also created a document that allows staff to understand what should be handled in the classroom and what/when they need to seek support from administration. We also have a continuum created to support all levels of students' behavioral needs.	Limited Development 09/14/2025		
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<i>How it will look when fully met:</i>	<p>STRATEGIC GOAL: 100% of staff will know and implement behavior management protocols with fidelity. ODRs will reduce by 10% each year from 24-25 end of year total ODRs of 227.</p> <p>TARGET GOAL: Based on end of year data, we will reduce our total number of ODRs of 227 by 10% (22 ODRs) for the 25-26 school year. Total 25-26 ODR goal is no more than 205.</p>		Denise McHugh	05/22/2026
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<b>Actions</b>		<b>0 of 8 (0%)</b>		
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9/14/25	Develop and maintain a schoolwide behavior matrix that mirrors the academic model.		Denise McHugh	10/07/2025
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*Notes:*

9/14/25	Ensure that Instructional Teams incorporate explicit teaching of behavior expectations, social-emotional learning, and classroom routines into daily lesson plans.		Denise McHugh	11/04/2025
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*Notes:*

9/14/25	Use researched-based behavioral interventions that are responsive to		Kensley Dalton	12/03/2025
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	students' individual needs at each tier of support.			
	<i>Notes:</i>			
9/17/25	Staff will implement BIPs with fidelity.		Shannon Sigmon	01/06/2026
	<i>Notes:</i>			
9/14/25	Ensure that units of instruction include strategies to support diverse behavioral needs within the classroom.		Kensley Dalton	02/03/2026
	<i>Notes:</i>			
9/14/25	Ensure all staff understand and consistently reinforce school wide behavior expectations through Professional Development and clear communication.		Denise McHugh	03/03/2026
	<i>Notes:</i>			
9/14/25	Recognize and reward positive behavior with school wide celebrations, classroom incentives, and individual recognition to encourage continued success.		Chase Walden	04/14/2026
	<i>Notes:</i>			
9/14/25	Continue teacher proficiency within the RtI Stored platform.		Denise McHugh	05/05/2026
	<i>Notes:</i>			