

Comprehensive Progress Report

Mission: MISSION: One Community working together to educate, empower, and succeed.

2025-2026

Be Excellent. Every Day. On Purpose.

At Sharon Elementary, we teach with intention, lead with heart, and work together to help every student thrive—academically, socially, and emotionally. With high expectations, purposeful teaching, and genuine relationships, we nurture curious minds, confident learners, and kind leaders. Excellence is not an accident—it is by design.

Vision: Let's continue to Soar High and Go Be Awesome—for our students, our families, and our future.

Goals:

By the end of the 2027–2028 school year, Sharon Elementary staff will implement Behavioral Problem-Solving Teams to reduce the risk ratio of African American males receiving office discipline referrals from 5.7 to 1.0, with annual decreases each year toward this equity target- 4.2 By the end of the 2025-2026 school year, 2.7 by the end of the 26-27 school year, and 1.0 by the end of the 2027-2028 school year.

By the end of the 2027–2028 school year, Sharon Elementary staff will strengthen literacy instruction so that all students build the stamina, vocabulary, and comprehension skills necessary to engage with complex texts. The percentage of students proficient in reading, as measured by EOGs, will increase from 54% to at least 80%, with annual benchmarks of 65% by the end of the 2025–2026 school year, 72% by the end of the 2026–2027 school year, and 80% by the end of the 2027–2028 school year.

By the end of the 2027–2028 school year, Sharon Elementary staff will strengthen math instruction to develop students' problem-solving and reasoning skills, with an emphasis on academic vocabulary and application of concepts. The percentage of students proficient in math, as measured by EOGs, will increase from 65% to at least 80%, with annual benchmarks of 70% by the end of the 2025–2026 school year, 75% by the end of the 2026–2027 school year, and 80% by the end of the 2027–2028 school year.



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>2025 Math EOG Data shows that Core Instruction needs to be strengthened.</p> <p>3rd Grade= 53.7%</p> <p>4th Grade= 69.7%</p> <p>5th Grade= 75.5%</p>	Limited Development 09/08/2023			
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>What it looks like when fully met:</p> <p>When this objective is fully implemented, every student at Sharon Elementary will engage regularly in math instruction that emphasizes problem-solving, mathematical reasoning, and the use of academic vocabulary. Classrooms will show evidence of students explaining their thinking, using precise math vocabulary, and working through multi-step problems with stamina. Teachers will consistently integrate vocabulary supports and model problem-solving strategies. Students will demonstrate confidence in applying these strategies across content areas and assessments. Instructional practices will be aligned to grade-level standards, and supports will be in place for students who need intervention or enrichment.</p> <p>How progress will be monitored and measured:</p> <p>The school leadership team and grade-level PLCs will review student performance data regularly to ensure the objective is being met. Data sources and evidence will include:</p>		Katie Sprinkle	05/30/2028	

Formative Assessments: iReady, common formative assessments, and classroom-based problem-solving tasks will be reviewed monthly in PLCs to track progress in reasoning and vocabulary use.

Summative Assessments: EOG proficiency data and iReady diagnostics will provide annual evidence of increased problem-solving proficiency.

Observation & Walkthrough Data: Administrators and coaches will conduct classroom walkthroughs and provide feedback on math vocabulary use, problem-solving strategies, and student engagement.

Student Work Samples: Math journals, written responses, and problem-solving tasks will be collected periodically as evidence of application of vocabulary and reasoning.

PLC Documentation: Notes from PLC meetings will demonstrate collaborative analysis of student work and adjustment of instruction to address identified gaps.

Resources and supports:

Ongoing professional development on math vocabulary instruction and problem-solving strategies.

Use of graphic organizers, word walls, and anchor charts for academic

vocabulary.

Targeted small group instruction for students not yet proficient.

Actions		0 of 12 (0%)		
8/16/25	Post Common Problem-Solving Strategy in every classroom.		Katie Sprinkle	09/12/2025
	<i>Notes:</i>			
8/16/25	Introduce initial vocabulary list schoolwide.		Pierce	09/12/2025
	<i>Notes:</i>			
8/16/25	Begin modeling one strategy per unit		Van Arsdale	10/03/2025
	<i>Notes:</i>			
8/16/25	Embed Math Talk sentence stems 2x per week		Sigmon	10/03/2025
	<i>Notes:</i>			
8/16/25	Identify and Add additional strategies for problem solving		Katie Sprinkle	10/29/2025
	<i>Notes:</i>			
8/16/25	Introduce common 4-Step Problem-Solving Model at ERPD		Tonya Houpe	10/29/2025
	<i>Notes:</i>			
8/16/25	Host "Problem Solving at Home" Night for parents		Sigmon	10/31/2025
	<i>Notes:</i>			
8/16/25	Analyze CFAs for student use of problem solving strategies.		Tonya Houpe	10/31/2025
	<i>Notes:</i>			
8/16/25	CFA Mastery Analysis: After each CFA, teachers will calculate the percentage of students demonstrating correct problem-solving. Teachers will name the gap for students/classes below 80% and reteach targeted strategies in small groups/intervention groups.		Katie Sprinkle	10/31/2025
	<i>Notes:</i>			
8/24/25	Review progress at end of each quarter and create necessary steps for the next quarter to attain goal.		Katie Sprinkle	11/05/2025
	<i>Notes:</i>			
8/24/25	Report out "State of the Union" to the staff to explain midyear progress		Katie Sprinkle	01/30/2026
	<i>Notes:</i>			

8/24/25	Collect and analyze all EOG performance data and make adjustments to this plan as necessary to continue progress toward the goal.		Tonya Houpe	05/22/2026
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Evidence from BOG/EOG Data:</p> <p>Our Beginning-of-Grade (BOG) Reading scores have shown a steady decline over the past several years, from 41.48% in 2018 to just 13.6% in 2024. This indicates that fewer students are entering third grade with the foundational literacy skills required for success.</p> <p>End-of-Grade (EOG) Reading proficiency in 2025 shows significant variation across grade levels: 33.3% in 3rd grade, 63.6% in 4th grade, and 67.3% in 5th grade. While growth occurs as students progress through upper grades, too few are starting strong in 3rd grade.</p> <p>Despite efforts, our declining BOG results suggest that Tier 1 instruction in early grades has not been strong or consistent enough in building foundational reading skills—particularly in vocabulary acquisition and stamina with complex texts. While our upper grade EOG results show improvement, the steep drop in 3rd grade proficiency highlights the need for a more intentional, schoolwide approach to early literacy. We must focus on:</p> <p>Consistently embedding vocabulary and comprehension strategies K–3.</p> <p>Building stamina through regular opportunities for sustained reading and writing.</p> <p>Using formative data to adjust instruction quickly rather than relying on lagging indicators (BOG/EOG).</p>	Limited Development 08/16/2025		
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How it will look when fully met:	<p>What it will look like when fully met:</p> <p>When this objective is fully implemented, all teachers will consistently plan and deliver instruction using the aligned and expanded curriculum with an intentional focus on rich reading. writing. memorization. and</p>		Teresa Shook	05/30/2028
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vocabulary development. Classrooms will be visibly language-rich environments:

Students will regularly engage with complex texts and demonstrate increased stamina in sustained reading and writing.

Academic vocabulary will be explicitly taught, reinforced, and used by students in both oral and written responses across all content areas.

Instruction will emphasize comprehension, reasoning, and higher-order thinking through daily opportunities to read, discuss, and write about text.

Teachers will plan collaboratively in PLCs, aligning lessons to grade-level standards while integrating vocabulary and comprehension strategies.

Intervention and enrichment time will be clearly aligned to the same goals, ensuring all students have equitable opportunities to strengthen foundational reading skills.

How we will know we've reached full implementation (data, resources, and evidence):

Student Achievement Data:

Growth and proficiency increases on mClass, iReady, and EOG Reading assessments, with fewer students scoring below grade-level benchmarks.

Increased BOG Reading scores, demonstrating stronger early literacy foundations entering third grade.

Classroom Evidence:

Lesson plans and PLC agendas reflect intentional vocabulary instruction and integration of reading and writing across the curriculum.

Student work samples (journals, writing responses, CFA open-ended items) show the use of academic vocabulary and sustained responses to complex texts.

Observation/Walkthrough Evidence:

Classroom observations consistently show students engaged in reading, writing, and discussion that require precise vocabulary and comprehension.

Administrators and coaches record increased use of targeted strategies and provide feedback aligned to A2.22.

PLC/Teacher Team Evidence:

PLCs use formative assessments (CFAs, running records, exit tickets) to monitor comprehension, stamina, and vocabulary growth.

Teams adjust instruction based on data, with documented notes showing reteaching plans or enrichment strategies.

Resources Supporting Implementation:

Vocabulary word walls, anchor charts, and strategy guides visible in all classrooms.

Professional development focused on academic vocabulary, complex text, and comprehension strategies.

Family literacy events or take-home resources reinforcing vocabulary and stamina-building at home.

Actions

0 of 14 (0%)

8/16/25 Embed 15 minutes of daily independent reading within the reading block. Teachers confer with students weekly during this time.

Teresa Shook

09/05/2025

Notes:

8/16/25 Provide mini-lessons on stamina, choosing “just-right” books, and active reading strategies.

Lynch

09/30/2025

<i>Notes:</i>				
8/16/25	Model use of text evidence and think-alouds.		Parker	09/30/2025
<i>Notes:</i>				
8/16/25	Review and expand classroom library collections to ensure diverse, engaging, and complex texts are available.		Tiffany Moore	09/30/2025
<i>Notes:</i>				
8/16/25	Provide PD on comprehension strategies (main idea, inference, cause/effect, theme) and how to integrate them into daily lessons and stamina reads.		Kevin Brown	09/30/2025
<i>Notes:</i>				
8/16/25	Teachers will practice planning mini-lessons that explicitly model these strategies and embed them in reading block routines.		Patton	09/30/2025
<i>Notes:</i>				
8/16/25	Begin weekly structured vocabulary routines (morphology, context clues, synonyms/antonyms).		Tedder	10/31/2025
<i>Notes:</i>				
8/16/25	Implement weekly “stamina reads” in grade 2 (gradually increasing text length) and early grade 3 (adding 2–3 minutes weekly). Use multi-paragraph texts with comprehension questions.		Hewitt	10/31/2025
<i>Notes:</i>				
8/16/25	PLCs analyze CFA data monthly to check: (1) Are students applying taught comprehension strategies? (2) Is the class showing progress toward 80% mastery?		Kevin Brown	10/31/2025
<i>Notes:</i>				
8/16/25	Host a family engagement night to show families how to support their students with reading.		Teresa Shook	10/31/2025
<i>Notes:</i>				
8/24/25	Review progress at end of each quarter and create necessary steps for the next quarter to attain goal.		Teresa Shook	11/05/2025
<i>Notes:</i>				
8/24/25	Report out "State of the Union" to the staff to explain midyear progress		Teresa Shook	01/30/2026
<i>Notes:</i>				
8/24/25	Collect and analyze all EOG performance data and make adjustments to this plan as necessary to continue progress toward the goal.		Tonya Houpe	05/22/2026

Notes:

8/24/25 Collect and analyze all EOG performance data and make adjustments to this plan as necessary to continue progress toward the goal.

Tonya Houpe

05/22/2026

Notes:

Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4A: Build a strong community intensely focused on student learning

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
<i>Initial Assessment:</i>		<p>What is in place now:</p> <p>PBIS & Second Step: Teachers deliver Tier 1 instruction on behavior expectations and social-emotional learning. Classroom procedures are taught and reinforced throughout the year.</p> <p>Restorative Practices: Teachers use restorative conversations and daily morning meetings</p> <p>Behavior Data Tracking: The leadership team reviews discipline data, disaggregated by subgroup, during weekly Leadership Team meetings.</p> <p>Teacher Support: Administrators provide coaching or professional development to staff whose referral patterns indicate possible issues with classroom management.</p> <p>Parent Communication: Teachers make parent contact early for behavior concerns, with additional support from the counselor and administration if patterns persist.</p> <p>Despite these efforts, African American males continue to have a risk ratio of 5.7, meaning they are nearly six times more likely to receive an office discipline referral than their peers.</p>	Limited Development 09/08/2023		

A small group of students disproportionately drives overall referral counts, but across classrooms there is still variation in what behaviors are referred to the office.

New students enrolling mid-year often spike referrals, suggesting current transition supports are not sufficient to prevent early behavior struggles.

Summary:

While PBIS, SEL lessons, and restorative practices are being implemented, inconsistency across classrooms and gaps in early transition supports are limiting their effectiveness. Current practices have established a foundation, but discipline disproportionality persists and requires stronger systems, accountability, and alignment schoolwide.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

- When this objective is fully implemented, all students will experience a safe, supportive, and equitable learning environment with consistent behavioral expectations across classrooms. Teachers will use proactive strategies (PBIS, Second Step, restorative practices) and maintain clear thresholds for what warrants an office referral.

Consistency: Classroom management practices will be aligned schoolwide, with fewer variations in referral thresholds between teachers.

Restorative Practices: Students will participate in restorative conversations, reflection sheets, and peer mediation before referral, leading to more in-class resolutions.

Transition Supports: Every new student will receive a structured onboarding process. including orientation. a peer buddv. teacher

Stacy Martin

05/31/2028

check-ins, and early parent contact, reducing spikes in referrals for mid-year transfers.

Staff Capacity: Teachers will engage in ongoing training in culturally responsive discipline, bias awareness, and de-escalation strategies, ensuring equitable treatment of all students.

Student Impact: African American males will no longer be disproportionately represented in discipline data, and overall office referrals will decrease while expectations remain high.

How we will know we've reached full implementation (data, resources, and evidence):

Discipline Data:

Risk ratio for African American males decreases annually from 5.7 toward equity (1.0).

Total number of office discipline referrals decreases, particularly for relational/minor offenses.

Referral patterns are consistent across teachers (no outliers in disproportionality).

Transition Data:

Discipline data for mid-year transfer students shows equal or lower referral rates compared to schoolwide averages.

Onboarding checklists completed for all new students (tour, peer buddy, teacher check-ins).

		Observation & Walkthrough Evidence:			
Actions			1 of 12 (8%)		
8/16/25	Ensure consistent classroom management expectations and clear definitions of what does/does not result in an office referral.		Complete 08/04/2025	Tonya Houpe	08/12/2025
<i>Notes:</i>					
8/16/25	Provide tour & expectations orientation; counselor runs "new to Sharon" group for new students			Melissa Triplett	09/05/2025
<i>Notes:</i>					
8/16/25	Establish a Problem Solving team to break down referrals by offense type and frequency to identify patterns, especially for AA males and EC students.			Stacy Martin	09/30/2025
<i>Notes:</i>					
8/16/25	Review disproportionality data at weekly Leadership Team Meetings and monthly Goal Team meetings.			Eggett	09/30/2025
<i>Notes:</i>					
8/16/25	Establish "newcomer group" for students who are new to Sharon or transfer in during the year.			Hill	09/30/2025
<i>Notes:</i>					
8/16/25	Provide small group instruction for gaps; create behavior contracts with personalized goals if needed.			Walker	10/30/2025
<i>Notes:</i>					
8/16/25	Share newcomer profiles (academic & behavioral notes) with teachers to prepare proactive supports.			Melissa Triplett	10/30/2025
<i>Notes:</i>					
8/16/25	The Leadership Team will review discipline data disaggregated by demographics to identify trends and provide targeted professional development or coaching to support staff and individual needs.			Tonya Houpe	10/30/2025
<i>Notes:</i>					
8/16/25	Hold parent conferences with families of students who demonstrate recurring discipline concerns.			Stacy Martin	10/31/2025
<i>Notes:</i>					
8/24/25	Review progress at end of each quarter and create necessary steps for the next quarter to attain goal.			Stacy Martin	11/05/2025
<i>Notes:</i>					

8/24/25	Report out "State of the Union" to the staff to explain midyear progress		Stacy Martin	01/30/2026
<i>Notes:</i>				
8/24/25	Collect and analyze all ODR Demographic data and make adjustments to this plan as necessary to continue progress toward the goal.		Tonya Houpe	05/22/2026