Comprehensive Progress Report

Mission: Work hard, work smart, and work together, to grow minds and grow relationships.

Vision: Get every Eagle ready for life today and on track for life tomorrow.

Goals:

By June 2026, increase the “All-In Proficiency Composite” (NWEA Reading and Math, DIBELs, and EOGs in grades K-5) from 55% to 60%.

By June 2026, deliver 100% of the Leader in Me lessons in grades K-5. (This aligns with items 35 and 21 in the FAM-S MTSS Implementation tool.)

By June 2026, expose all K-5 students to a minimum of three opportunities that will excite them about future careers.

! = 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**

Initial Assessment:	• In 2020-21, we developed a comprehensive schedule that allowed for tiered instruction at core, supplemental, and intensive levels. We also shifted a co-teacher position into an interventionist position and used Title I funds to purchase a part time supplementary reading teacher. These roles allowed us to begin establishing a more robust support system at the supplementary and intensive levels. • In 2021-22, we adjusted our comprehensive schedule to accommodate differences in district minutes per content area and maintained our interventionist position. We also added a teacher position that would coordinate and provide supplementary and intensive instruction in grades 3-5, allowing our Curriculum Facilitator to focus more heavily on tiered instruction in K-2. Using a new district tutoring program, we added two additional part-time supplementary teachers, bringing our total to three. We also increased the fidelity of our Intentional Problem Solving process that manages the tiering of student supports. • In 2022-23, we increased the number of tutors from the district tutoring program working with students to 5. Due to funding, we were not able to sustain the supplementary and intensive support teacher position. Instead, we funded a .4 full-time-equivalency position to manage the Intentional Problem Solving process. • In 2023-24, we maintained the Title 1 funded .4 FTE position to manage IPS and we will increase the total number of tutors working with students to 8. • In 2024-25, we maintained the Title 1 funded .4FTE position to manage IPS. Due to changes in district funding, we were reduced to 2 tutors. We added a third using Title I funds.	Limited Development 09/08/2022		

How it will look when fully met:	When this objective is being fully met: • All students receive core instruction. • Students who are not succeeding with the core also receive additional supplementary supports. • Students who do not succeed with both core and supplementary supports also receive additional intensive support. • We have the staffing and data collection systems operating as a habit that rapidly monitor learning and provide highly responsive supplementary and intensive supports.		**Denise Cobb**	**06/01/2026**
Actions		**3 of 8 (38%)**		
9/8/22	Use Title I funds to purchase .2 full-time teach equivalency to provide capacity to manage the schoolwide Intensive Problem Solving process.	Complete 07/01/2024	Robin Britt	07/01/2025
Notes:				
10/2/25	Use Title I funds to provide a part-time staff member to provide 3x weekly tiered math supports.	Complete 08/01/2025	Robin Britt	08/01/2025
Notes:				
9/8/22	Recruit two staff members to provide part time tiered supports through the district tutoring program.	Complete 08/01/2025	Robin Britt	08/01/2025
Notes:				
10/2/25	Use Title I funds to provide supplies and materials for core, supplemental, and intensive academic, social, emotional, and behavioral supports.		Jailali Fuentes	04/01/2026
Notes:				
10/2/25	Use Title I funds to provide computer software and supplies for core, supplemental, and intensive academic, social, emotional, and behavioral supports.		Jailali Fuentes	04/01/2026
Notes:				
9/8/22	Complete and review assessments of all students and adjust supplemental teaching groups. 4x annually, plus interim adjustments based on student progress.		Grade Level PLCs	06/01/2026
Notes:				
9/8/22	Grade Level PLCs meet once monthly to review response to supplemental instruction and new needs for supplemental based on response to core instruction.		Grade Level PLCs	06/01/2026
Notes:				
9/8/22	The IPS team meets once weekly to review open cases.		Meg Anderson	06/01/2026

Notes:				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	**2021-2024 |** We created a Morning Meeting block to focus on self-regulation and team work skills using the district-approved Harmony Curriculum. **2024-2025 |** We raised funds to shift to the Leader in Me curriculum in the 2025-26 year.	Limited Development 09/29/2025		
How it will look when fully met:	When this objective is fully met, students will: • be proficient in using the 7 Habits of Highly Effective People to manage themselves and their relationships with others, • use goal setting to focus their efforts and accelerate their academic and personal growth, and • have an idea, from first hand exposure, to careers that interest them.		**Jessica Robinson**	**06/01/2026**
Actions		**3 of 6 (50%)**		
9/29/25	Train staff in the 7 Habits of Highly Effective People and the Leader in Me Curriculum.	Complete 08/14/2025	Robin Britt	08/14/2025
Notes:				
9/29/25	Integrate time for Leadership Circles into the comprehensive schedule.	Complete 08/19/2025	Robin Britt	08/19/2025
Notes:				
9/29/25	Deliver all initial Leader in Me Lessons in all grade levels.	Complete 09/19/2025	Regular ed teachers	09/22/2025
Notes:				
9/29/25	Initiate academic goal setting with students.		Denise Cobb	11/15/2025
Notes:				
10/2/25	Use Title I funds to provide supplies and materials for parent engagement opportunities that equip parents to help keep their students on track for college and career readiness.		Emily Woodham	05/01/2026
Notes:				

9/29/25	Deliver all Leader in Me lessons in all grade levels.		Regular ed teachers	06/01/2026
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**
Initial Assessment:	• In 2020-21, we began exploring opportunities to integrate SEL into our tiered behavioral supports, implementing restorative practices in response to behavioral incidents and raising staff awareness about the importance of attending to students' emotional states. • In 2021-22, we trained all new staff and some existing staff in the No-Nonsense Nurture approach to developing relationships with students. We also began the development of a Behavior Support Guide. • In 2022-23, we implemented the Harmony Meet Up and Buddy Up strategies in all classrooms each morning and expanded our Behavior Support Guide. • In 2023-24, we blended the Harmony SEL curriculum with the Zones of Regulation curriculum to create a core SEB scope and sequence that was delivered to all students during a morning meeting SEB block at the beginning of each day. • In 2024-25, we raised funds to replace Harmony with the Leader in Me curriculum and developed a three year plan to implement it.	Limited Development 09/08/2022		

How it will look when fully met:	When this objective is being fully met: • Students enjoy and look forward to coming to school. • Every team member develops strong, nurturing relationships with students. • Every teacher provides emotionally sensitive and engaging classroom experiences. • Every team member recognizes the emotions that underlie student behaviors and respond in ways that appropriately address the emotional triggers. • Our Student Support Team rapidly responds when immediate supplemental behavioral and/or emotional supports are needed with a goal of helping students reflect and learn about their emotions, how their actions affect themselves and the classroom/school community, restoring relationships, and returning the student to the classroom as soon as productively and safely possible. • Our Student Support Team, in coordination with Grade Level PLCs, implements, monitors, reflects on, and adjusts supplemental and intensive behavioral and emotional supports. • Our Core SEB Team carefully monitors the core student experience and responsively design and implement positive behavioral and emotional supports.		**Mitzi McLaurin**	**06/01/2026**
Actions		**2 of 5 (40%)**		
9/8/22	Train all staff in the 7 Habits of Highly Effective People and the Leader in Me Curriculum.	Complete 08/15/2025	Robin Britt	08/15/2025
Notes:				
5/4/23	Take applications for and assign student leadership teams.	Complete 09/30/2025	Core SEB Team	09/30/2025
Notes:				
10/2/25	Use Title I funds to provide supplies and materials for core, supplemental, and intensive social, emotional, and behavioral supports.		Mike Harrington	04/01/2026
Notes:				
9/20/23	Teach all LiM lessons in all classes in all grade levels.		Core SEB Team	06/01/2026
Notes:				
9/24/22	Continue to improve the Core SEB and Tiered SEB guides based on additional research, interviews, experience, and feedback.		Robin Britt	06/01/2026
Notes:				