

## Comprehensive Progress Report

**Mission:**

To prepare well rounded leaders for excellence through academic challenge and character development.

**Vision:**

Torrence Creek Elementary staff and stakeholders will ensure the growth and success of every student by collaborating with one another, persevering through challenges, modeling life-long learning, and celebrating our diverse student body.

**Goals:**

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 76.8% in SY2024-25 to 91% by the end of the SY25-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 49.2% in SY2024-25 to 50% by the end of the SY25-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

CMS Guardrail 1: Our Hispanic subgroup will increase from 54.1% GLP overall in SY 2024-2025 to 58% by the end of the SY 25-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of classrooms will focus on social and emotional learning during daily morning meetings to meet the needs of students. Counselors will support a 6 day rotation with grade levels for a grade level assembly titled "Torrence Time" to support attendance, behavior, and social well-being. (Aligns to A4.06 and CMS Guardrail 3)

The percent of OSS incidents decreased from 8 in 2023-2024 to 6 in 2024-2025. The percent will continue to decrease by an additional 20% by the end of the SY25-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 80% of its highly effective classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

Goal Target Results: Torrence Creek did not meet the school improvement goal 2023-2024 school year: The percent of Black and Hispanic 3rd Grade students combined who scored at the College and Career Ready (CCR) level- a 4 or 5- on the English/Language Arts (ELA) EOG will increase from 25% in SY 2021-22 to 37.5% in SY 2022-2023 and 50% in SY 2023-2024. Torrence Creek CCR was 23.1 for AA subgroup and 5.9 for the Hispanic subgroup in third grade, which did not meet the 50% goal.

Successes: As an administrative team we were 100 percent with the completion of evaluations and met all district deadlines. The BTSP indicated that we were 100 percent compliant with all beginning teacher requirements. Walkthrough schedules were created during admin meetings and debriefs were held the following week to discuss trends across grade levels. The administrative team meetings were redesigned to place more emphasis on instructional feedback which was a success.

Challenges: Challenges existed across the school as we worked to effectively balance EL curriculum with OG strategies. With only two administrators, during heavy observation periods walkthroughs were limited as time was spent on observing, typing, and conferencing. This current year we have already devolped the observation schedule and have made frequent walkthroughs every classroom multiple times prior to starting the evaluation observations.

Opportunities: We continue to get feedback from staff through EOY surveys. The addition of the math master teacher along with the literacy master teacher having a year of experience will provide opportunities for more coaching and feedback throughout the next school year.

Limited Development  
07/25/2024

<p><b>How it will look when fully met:</b></p>	<p>Observation conferences will include targeted steps for growth.</p> <ul style="list-style-type: none"> <li>• Feedback will be given consistently after walk-throughs.</li> <li>• Reflections from peer observations will be shared.</li> <li>• Principal and AP will identify staff performance concerns.</li> <li>• SEL curriculum used to support morning meetings throughout the school.</li> </ul> <p>The main objective in the time and focus spent on these observations and feedback is to impact student achievement through coaching and feedback to teachers. Student outcomes should show in an increase of achievement levels across all subject areas when feedback is given on a regular basis.</p>		<p>Diana Hosse</p>	<p>06/30/2026</p>
--	--	--	--------------------	-------------------

<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/9/24	Instructional leadership team will utilize coaching and informal walkthrough feedback to help teachers implement the math curriculum and how to meet student's needs during WIN time. (CMS Goal 3)		Cara Maddox	10/15/2025
<i>Notes:</i> Staff meet weekly during PLC and data meetings to target pacing and instructional strategies with the curriculum.				
7/25/24	The Principal and Assistant Principal will conduct teacher evaluations and feedback, walkthroughs, and engage in weekly planning. (FAM-S 30)		Diana Hosse	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<p><b>KEY</b></p> <p><b>A4.01</b></p>	<p>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)</p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>

**Initial Assessment:**

Goal Target Results: During the 2023-2024 school year, this school improvement plan goal was partially met by evidence of the results of MTSS meetings and actions to support students specific needs with interventions.

Successes: TCE exceeded expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24. We were able to determined based on the EVASS projected vs actual report that 100% of students in 4th grade math met or exceeded growth, 95% in 4th grade reading, 98.1% in 5th math. 97% 5th reading, and 98.1% 5th Science.

As a school we believe we saw such a high level of growth due in part to the effectiveness of the weekly MTSS data meetings. At the meetings, we had the grade level PLCs and admin there to discuss PM, intervention strategies, and make referrals. This school year we assessed the effectiveness of our core instruction with MVPA data. Our use of two dedicated WIN times across each grade level was key in the growth for our students.

Challenges: We continue to see challenges with the fidelity of interventions, particularly on computer based programs. Another challenge is adequate support staff to be able to provide interventions across the school.

Opportunities: We will continue to look at getting more teachers trained in OG and will provide teachers with a BOY training on computer based interventions. OG training for all teachers will provide TCE with more opportunities to support our learners.

Limited Development  
07/25/2024

<b>How it will look when fully met:</b>		Tier 2 and Tier 3 interventions will be done with fidelity. <ul style="list-style-type: none"> <li>• Progress Monitoring will be consistently done as indicated on the STP for Tier 2 and Tier 3.</li> <li>• Students will show progress based on consistent intervention and extra support.</li> <li>• MTSS team leads will check in with teachers weekly during meetings</li> </ul>		Rebecca Ramanand	06/30/2026
<b>Actions</b>			<b>1 of 3 (33%)</b>		
7/25/24	The ILT team will ensure the master schedule will allow time for Data, ELA, Math, & Science weekly PLC meetings. The master schedule will allow for classrooms to have a Literacy WIN and Math WIN time for all grade levels to ensure support staff can push-in and pull-out to offer services that do not interrupt core instruction. (FAM-S 3)	Complete 09/09/2025		Rebecca Ramanand	12/01/2025
<i>Notes:</i> Master Schedule has both WIN components. The master schedule was adjusted mid-year to allot for more IA support during WIN times.					
9/9/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)			Morgan Murphy	06/30/2026
<i>Notes:</i>					
9/15/25	TCE will establish systems and processes to effectively use i-Ready resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. Goal 1, 2, and Guardrail 1)  <a href="https://docs.google.com/document/d/1bA5LiZTXQZKZU6efXS2ZveqOD6eW9ulygZgPhNCSY9I/edit?usp=sharing">https://docs.google.com/document/d/1bA5LiZTXQZKZU6efXS2ZveqOD6eW9ulygZgPhNCSY9I/edit?usp=sharing</a>			Morgan Murphy	06/30/2026
<i>Notes:</i> <a href="https://docs.google.com/document/d/1bA5LiZTXQZKZU6efXS2ZveqOD6eW9ulygZgPhNCSY9I/edit?usp=sharing">https://docs.google.com/document/d/1bA5LiZTXQZKZU6efXS2ZveqOD6eW9ulygZgPhNCSY9I/edit?usp=sharing</a>					

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Target Goal Results: During the 23-24 school year, we partial met this goal. Parents were required to complete a parent opt-in form in order for students to participate in the Panorama survey. Only a small percentage of students completed the survey because the parent response was low which makes it challenging to use the data for this goal. We had a decrease in chronic absenteeism as well as a decrease in behaviors leading to out of school suspensions.

Successes: One of our successes was we saw a 3 percent decrease in the our overall change of chronic absenteeism from last year to this school year. This trend is consistent with what we have seen over the last two years as we have decreased our chronic absenteeism by 6% since the 2021-2022 school year. Another success is that we continue to have a small number of suspensions with our total number decreasing slightly from 11 to 10 for the 2023-2024. Of those 10, we have several repeat offenders.

Opportunities: Torrence Creek continues to value SEL time as we have incorporated opportunities in the master schedule by scheduling at the beginning or end of each day for all grade levels. A success we had last year and opportunity we have forthcoming is counselors being proactive by conducting SEL lessons, providing resources for teachers, and scheduling small group sessions with students. We hope to increase opportunities for classroom teachers and counselors to establish behavioral plans for our students who need another level of support. Our staff excels at successfully building strong relationships and getting to know kids across the school. Counselors will continue to use staff/parent recommendations to meet with students and develop lessons. They have 'need to talk' passes to be used as needed. The school continues to look at ways to support students and families who have high tardy trends and large number of absences. TCE has a wonderful opportunity to utilize the social worker during the 24-25 to assist with attendance.

[TCE Attendance Plan 2024-2025](#) (linked here and below in action step because it won't link properly there)

Limited Development  
07/25/2024

<p><b>How it will look when fully met:</b></p>	<p><a href="#">TCE Attendance Plan 2024-2025</a></p> <ul style="list-style-type: none"> <li>• Morning Meetings are fully established in all grade levels with lessons that embed SEL.</li> <li>• Classroom charters/classroom rules established by students and teachers</li> <li>• Teacher leaders are utilized to support teams with SEL strategies.</li> <li>• Implement peer visits with a social emotional focus.</li> <li>• Inventory and check out process in place for SEL resource books.</li> <li>• New students are welcomed as a part of classroom community.</li> <li>• Track counselor check in forms, referral data, and feedback from behavioral support</li> </ul>		<p>Christian Griffin</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>7/25/24</p>	<p>School Counselors provide lesson guidance for teachers to strategically plan and deliver core social-emotional behavior curriculum lessons during morning meeting throughout the school year. (FAM-S 3, Guardrail 3)</p>		<p>Shona Cortell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>7/25/24</p>	<p>The ILT and counselors has implemented a behavior matrix to establish school wide expectations; the School Support team will meet weekly to monitor student behaviors, discuss concerns, and collaborate on addressing those behaviors in order to decrease our OSS by 20% (FAM-S 30, Guardrail 2).</p>		<p>Rebecca Ramanand</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/19/25</p>	<p>The master schedule will provide a duty-free lunch period for every teacher on a daily basis (A1.06, A2.04, B3.03, Guardrail 4)</p>		<p>Diana Hosse</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/19/25</p>	<p>TCE will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)</p>		<p>Shona Cortell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				