

Comprehensive Progress Report

Mission:

Talented Scholars + Dedicated Staff + Engaged Families = Our Dynamic & Diverse Community

Vision:

Shamrock Gardens will provide a family-oriented, community-based intimate learning environment that promotes equity & diversity by focusing on the social, emotional, and academic needs personal to each child.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 80% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 48.8% in SY2024-25 to 58.8% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on the Math End of Grade assessments in grades 3-5 will increase from 67.9% in SY 2024-25 to 77.9% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 1.1% in SY 2024-25 to 1% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 11.30% in SY 2024-25 to 10% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26. (Aligns to A4.01, C2.01, and B3.03 and CMS Goal 4)

The percent of students scoring Grade Level Proficient (GLP) on the Reading End of Grade assessments in grades 3-8 will increase from 63% in SY 2024-25 to 73% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP) on the Science End of Grade assessments in grades 5/8 will increase from 65.8% in SY 2024-25 to 75.8% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

We will increase our Black and EDS subgroup performance grades from a D to a C or higher in 2024-25. (Aligned to A4.01, D1.02, and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>As of June 2025, our school did not meet the following school improvement goal, 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 7.7% in SY 2023-2024 to 17.7% in SY 2024-2025. According to unofficial EOG data for Grade 3, we are at 9.7% CCR for Black and Hispanic students. This is a 2% increase from the 2023-2024 school year. We also monitored i-Ready reading for Grade 3. Our GLP increased 23% from 34% at the beginning of the year to 57% at the end of the year. The successes we experienced related to this indicator include strengthening our core instruction, providing targeted small group instructions aligned to grade levels standards. A current challenge we face in continuing to meet our SIP goal targets for 2025-2026 is ensuring that we focus on strengthening the core to ensure our black and hispanic students reach CCR status. Our data suggests that all small group instruction is not done with fidelity. As we look forward to the coming year, 2025-2026, we plan to take the opportunity to provide targeted differentiated professional learning on Wednesdays that focus on opportunities to improve small group instruction, providing enrichment that is aligned with state standards, and strengthening our core instruction.</p>	Limited Development 07/18/2024		
How it will look when fully met:	Administration completes observations and complies with timelines provided by the district. Administration and ILT will conduct walkthroughs on a weekly basis and provide feedback to teachers.		Natalie Legra	06/30/2028
Actions		0 of 2 (0%)		
7/18/24	The Principal will conduct consistent walkthroughs with Administration and ILT to progress monitor and identify staff PD needs utilizing a school created tool that aligns with Getting Better Faster framework. This tool will provide teachers with immediate feedback on strengths and an area for growth. Walkthroughs will focus on instruction, rigor, and class management. Administration and ILT will meet weekly to discuss trends, identify teacher needs, to hone teacher practice. (Goal 1, 2; FAM-S).		Natalie Legra	06/30/2026

Notes:

8/5/24 The Principal will identify coaching needs for designated teachers in the areas of Multi-Classroom Leader, Master Teachers, and EIT Teachers. This specialized instructional support will focus on the areas of coaching/feedback and data analysis to support teacher development. Coaches will be monitored weekly as instructional cycles will be included as an agenda item during weekly instructional leadership meetings. Evidence of application of feedback to teachers around content/instruction will be monitored during regular classroom visits. (Goal 1-2)

Natalie Legra

06/30/2026

Notes:

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Based on 2025-26 End of Grade assessment data, we have been identified as a school with a Targeted School Improvement (TSI) designation based on our EDS and Black subgroup data. While we met growth in both subgroups, we continue to need to increase our achievement scores in both areas.	Limited Development 09/15/2025		
How it will look when fully met:		We will have fully met this indicator when we have increased our achievement score for both our EDS and Black subgroups on our official End of Grade assessment results. Both subgroups will be exceeding growth and our letter grade will have increased to a C or higher.		Natalie Legra	06/30/2028
Actions			0 of 1 (0%)		
	9/15/25	Within the 2025-26 school year, our school identified an instructional inequity. As a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches with a specific focus on our Black and EDS subgroups. (Goals 1-2, Guardrail 1)		Natalie Legra	06/30/2026

Notes:

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>As of June 2025, our school did not fully meet the following school improvement goal, 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.</p> <p>Some of our successes include: All PLC's met to discuss specific students' needs and ensure they are being addressed with instructional strategies, our TD department met weekly with PLCs to provide enrichment strategies and questioning to support all learners,</p> <p>Our 2nd grade students meeting the core in math increase by 24 % from 30% to 54%. Our 3rd grade ELA students meeting the core increased by 10% from BOY to EOY. ELA Small group instruction will be based on MTSS data, PLCs were provided two half day data planning sessions which included discussions for ML students, EC students, TD students.</p> <p>One challenge we met was not enough trained staff to provide intensive interventions. Looking forward to this school year; we plan to take the opportunity to restructure our intervention schedule to include more trained staff who can provide interventions, specifically intensive one-on-one interventions.</p>	Limited Development 07/19/2024		
<i>How it will look when fully met:</i>		All PLC's meet to discuss specific students' needs and ensure they are being addressed with instructional strategies. Small group instruction will be based on MTSS data. Data conversations during PLC's will include subgroup analysis for ML students, EC students, TD students.		Johnna Hauck	06/30/2028
<i>Actions</i>			0 of 6 (0%)		
	8/6/24	Grade level PLCs meet weekly to design instruction that responds to the individual needs of students; adjust small group instruction based on classroom, district, and state assessment data. (Goals 1-2, Guardrail 1)		Natalie Legra	06/30/2026
<i>Notes:</i>					

8/6/24	Grade levels will meet weekly with MCL responsible for MTSS to discuss interventions and review student data. (Goals 1 and 2; FAM-S 3)		Natalie Legra	06/30/2026
<i>Notes:</i>				
8/6/24	TD teachers meet weekly with grade level PLCs to design instruction and provide standard aligned enrichment activities for students. (Goal 1 -2; FAM-S 3)		Natalie Legra	06/30/2026
<i>Notes:</i>				
8/6/24	Deep data dives will occur quarterly to assess and respond to student academic, behavioral, and social/emotional needs. (Goals 1, 2)		Natalie Legra	06/30/2026
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Goals 1-2, Guardrail 1)		Natalie Legra	06/30/2026
<i>Notes:</i>				
9/15/25	Within the 2025-26 school year, our ATSI school will implement strategic scheduling and staffing through the Teacher Leader Pathway program to ensure all students receive daily access to on grade level core instruction from highly effective teachers to increase overall performance of our Black and EDS subgroups. (Goals 1-2, Guardrail 1)		Natalie Legra	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of June 2024, our school did not meet the following school improvement goal, 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 3% in SY 2022-2023 and 50% in SY 2023-2024. According to unofficial EOG data for Grade 3, we are at 7.7% CCR for Black and Hispanic students. This is a 4.7% increase from the 2022-2023 school year. We also monitored MAP reading for Grade 3. Our GLP increased 11% from 64% at the beginning of the year to 75% at the end of the year. The successes we experienced related to this indicator include strengthening our core instruction, providing targeted small group instructions aligned to grade levels standards. A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that we focus on strengthening the core to ensure our black and hispanic students reach CCr status. Our data suggests that all small group instruction is not done with fidelity. As we look forward to the coming year, 2024-2025, we plan to take the opportunity to provide targeted differentiated professional learning on Wednesdays that focus on opportunities to improve small group instruction, providing enrichment that is aligned with state standards, and strengthening our core instruction.</p>	<p>Limited Development 07/19/2024</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	High engagement of all scholars from K-5 with literacy. Scholars will read fluently and their writing will reflect their learning. Scholars will reference the text to support their answers. Scholars will demonstrate growth in reading proficiency. These concerns will be addressed through leveraging support for small group instruction in the 2025-2026 school year. Growth will be demonstrated through the following measures: i-Ready testing for reading will show growth with an increase of 1.5 years of growth with students who are at least one year below grade level. Scholars will increase at least 1 year of growth who are on grade level in reading. · Scholars will score 80% or more on unit assessments in math and reading · End of grade scores for 3-5 will increase from 48.8% CCR in reading to 58.8%, 48.8% CCR in math to 58.8% and 67% in science to 77%.			Jennifer Flannery	06/30/2028
Actions			0 of 2 (0%)		
	8/6/24	We will create a schedule that aligns with the instructional tenants and curriculum commitments to ensure students receive standards-aligned instruction that produces positive academic outcomes for students in all Core subjects (Goal 1-2, Guardrail 1).		Natalie Legra	10/30/2025
	<i>Notes:</i>				
	8/6/24	Grade level PLCs will meet quarterly with their grade level coaches and school specialist (TD teachers, ML teacher), to analyze data gathered from classroom assessments, Universal screeners and diagnostic tests to customize CORE small group instruction based on standards, identify needs and produce positive academic outcomes for students. (Goal 1-2, FAM-S 29).		Jennifer Flannery	06/30/2026
	<i>Notes:</i>				
Implementation:			07/16/2025		
Evidence	7/16/2025				
Experience	7/16/2025 The master schedule provided opportunities for PLCs to plan, collaborate and review data weekly.				
Sustainability	7/16/2025 Strategically providing opportunities for vertical planning will be necessary to sustain efforts to meet this goal.				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of June 2025, Shamrock Gardens met the school improvement goal: Parents will receive communication through: Monthly Chat with the Principal Meetings, weekly take home folders, grade level newsletters, frequent communication through Parent Square, Parent/Teacher Conferences, Student-Led Conferences, Curriculum Night, Monthly School Improvement Team meetings, Monthly PTA meetings, Panorama survey results. Parental communication increased to include daily behavior communication in student agendas, weekly Parent Square message updates sent by our principal, an additional SIT meeting to share school data and the state of our school. Our school experienced several successes related to this indicator: Increased attendance at SIT meetings in the month of October and April. MTSS meetings were conducted for all intensive and supplemental plans. As we move into the 2025-2026 school year, we anticipate the following challenges: Fidelity with home school communication provided by grade levels. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by implementing a schoolwide expectation for grade levels to communicate with parents.	Limited Development 07/19/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Parent/Teacher conferences conducted, Shared Panorama results, Curriculum Night conducted, School Improvement Team Meeting notes, Weekly Parent Square messages sent, PTA notes.		Natalie Legra	06/30/2028
<i>Actions</i>			0 of 4 (0%)		
	8/6/24	Coffee with the Principal meetings will be held on the first Friday of each month to build relationships and share school updates with parents/guardians. (All goals)		Natalie Legra	06/30/2026
<i>Notes:</i>					
	8/6/24	Weekly communication folders will be sent home with students to share student academic progress and school information. (All goals; Fam-S 3)		Natalie Legra	06/30/2026

<i>Notes:</i>				
8/6/24	Student agendas will be sent home daily with student reflections and behavior communication to keep parents informed and involved in student progress. (All goals, Fam-S 3).		Natalie Legra	06/30/2026
<i>Notes:</i>				
8/6/24	Ms. Legra will send weekly Parent Square messages to share schoolwide updates and pertinent information. (All goals)		Natalie Legra	06/30/2026
<i>Notes:</i>				
Implementation:		07/16/2025		
Evidence	7/16/2025 Weekly communication was shared with families via Parent Square, providing important school updates and information. In addition, Coffee with the Principal was held on the first Friday of each month to foster open dialogue and strengthen school-home partnerships.			
Experience	7/16/2025 Communication with families was consistent and informative, keeping them updated on school events, identified needs and corresponding solutions, student progress, and relevant school data.			
Sustainability	7/16/2025 Continued efforts should focus on ensuring that all action steps are clearly aligned with and responsive to the specific needs of the school.			