

Comprehensive Progress Report

Mission:

Ranson IB’s mission is to inspire and foster a passionate student-centered community. We strive to nurture all students to think critically, and contribute positively to our global society.

Vision:

Our school and community will ignite excellence by creating innovative learners through exploration, collaboration, and service.

Goals:

- Guardrail 1: The College and Career score for 8th grade science will increase from 22.1% to 40% CCR during the 2024-2025 year.
- Guardrail 2: Behavioral incidents for Ranson students will decrease by 15% for the 2025-26 school year.
- Guardrail 3: The percent of Chronic Absenteeism will decrease from 47.5% in SY2024-25 to 35% in SY2025-26.
- Guardrail 4: The school will retain 100% of its highly effective classroom teachers throughout 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
- Goal 2: The percent of students scoring Grade Level Proficient on reading End of Grade assessments in grades 6-8 will increase from 24.8% % in SY2024-25 to 47% in SY2025-26.
- Goal 3: The percent of students scoring Grade Level Proficient on EOG Math 6-8 assessments will increase from 20.4% in SY2024-25 to 47% in SY2025-26.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2024, limited development is a result of staffing shifts, vacancies, and irregular ILT meetings. The meetings were reactive hindering needed focus to aggressively impact data from MAP, interim, and unit assessments. The signs of improvement were evident and should be celebrated:

- Overall GLP moving from 21.3% to 22.8 % all subgroups show progress except Hispanic 24.1% to 19.9%
- CCR from 11.7% from 10.2% (AA subgroup increased by 2.1% while white students decreased by 9.7% and 12.2 %)
- Math successes are evident with a respectful increase from 18.6% to 19.9% increase (from -8.0 to 1.3) and CCR from 6.1 % to 8.8% (from -8.0 to 2.7)
- Math GLP 89.7% and CCR 55.2%

Opportunities exist:

- reading as data shows a decrease 6.4% (from 25.3% to 18.9 % and CCR from 9.8% to 6.8%)
- reading CCR 9.8 % to 6.8%

Strengthening coaching practices and committing to data driven PLCs that guide re-teaching and small group structures will be the core focus of Administration and ILT

Limited Development
08/24/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Evidence of fully meeting this objective will be evident with an increase of science and reading goals from 22.1 % to 40% during the 2024-2025 year.</p> <ul style="list-style-type: none"> • weekly feedback on instructional practices that show maximum student engagement using a mix of TAG, school walkthrough form, and district walk through • consistent increase of iReady growth data during BOY / MOY/EOY assessment windows • increase in GLP and CCR (3-8 students scoring CCR (college and career ready) on reading MOY (middle of year) benchmark assessments and the percent of students scoring CCR (college and career ready) and Math I assessments and increase of Math I students scoring CCR (college and career ready) on Math I second benchmark assessments 			Tracey Pickard	06/30/2026
Actions			1 of 2 (50%)		
8/24/22	<p>The principal will create coaching cohorts using Get Better Faster protocols for coaching : (1) to aid in creating small groups and differentiated instruction; (2) to ensure lesson internalization; (3) strategizing for supporting ML and EC students in order to increase student mastery across all sub-groups (CMS Goal 2 and CMS Goal 3)</p>		Complete 01/30/2025	Tracey Pickard	10/30/2024
	<p><i>Notes:</i> Coaching cohorts have been created. All instructional leaders, MCLs along with Administration has been assigned a cohort of teachers to track and coach. Data is collected on the TAG form and individual documentation.</p>				
10/1/25	<p>Administrators will work with targeted cohorts of teachers to coach them and provide guidance to elevate instruction through PLCs, coaching support via MCLs and facilitators, and Get Better Faster Processes.</p>			Adam Pelletier	06/30/2026
	<p><i>Notes:</i></p>				
Implementation:			08/08/2024		

Evidence	6/14/2024 Although there are ongoing efforts with our leadership team to ensure quality instruction is taking place. Based on the data there are significant increases with our EVAAS projections versus our end of year EOG data. For 6th, 7th, and 8th grade ELA our EVAAS projected GLP was 7.9%, 15.4%, and 16% respectively. As of June 2024, our end of year EOG GLP data for 6th, 7th, and 8th grade ELA was 18.9%, 25.8%, and 25.2% respectively. In addition, for 6th, 7th, and 8th grade Math our EVAAS projected GLP was 8.4%, 9.7%, and 0% respectively. As of June 2024, our end of year EOG GLP data for 6th, 7th, and 8th grade Math is 20.1%, 17.7%, and 19.2%.			
Experience	6/14/2024 As of June 2024, the successes we experienced related to this indicator in meeting our goal is that ILT consistently meets bi-weekly and the use of weekly calendars and/or trackers to monitor coaches' assignments and tasks. All subject groups participate in 3 PLC meetings weekly to discuss standard aligned instruction and data results from classroom, unit, interim, and benchmark assessments and model teaching.			
Sustainability	6/14/2024 As of June 2024, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to this indicator is that not all students are not meeting their expected growth or proficiency based on MAP, interim and unit assessments. As of June 2024, the opportunities that exist to address these challenges for the 2023-2024 school year is to create restructuring plans in core areas with small group instruction, based on fall MAP data, during quarter 2 of the 2023-2024 school year. Teachers will do quarterly data dives and present their information to admin and coaches. Continue this process throughout the school year based on current data analysis and teacher strengths.			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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:

As of June 2024, limited development occurred due to a lack of internalizing lessons and using data to reloop and re-teach to bridge learning gaps.

The signs of improvement that were evident and should be celebrated:

- the data that impacted curriculum and classroom instruction was that 100% of core content teachers received on-going instructional coaching support, including walkthroughs, one-on-one coaching sessions, and instructional modeling
- 100% of our beginning years (0-3) teachers have assigned mentors and receive monthly professional development to address instructional, behavioral, and learning gaps in the classroom.
- Impact of coaching was evident through growth in the focus areas of 8th grade Math as grade level proficiency of 19% for the 23-24 school year which is a 7.7% increase as compared to the previous y GLP of 11.3 increasing 1.7%
- Math 1 students scored an overall grade level proficiency of 88.9% which is an increase of 24.4% from the previous year. In addition, College and Career Readiness increased by 26.6% (GLP) and 55.6% (CCR)
- teachers understood standards and unpacked the standards for alignment and on level instruction

As of June 2024, the opportunities that exist to address these challenges for the 2023-2024 school year is for the leadership team to ensure all staff are actively engaged in ongoing professional development and coaching necessary to support what planning looks like in regard to being scholar focused based on data, and how to make sure exemplars are working to enhance scholar understanding of why this learning is imperative to their success on examinations and life.

Limited Development
08/07/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this objective is fully met the administrative team will work with instructional coaches and the new teacher coach to complete bi-weekly instructional walks, lesson implementation, standard alignment, and student engagement 100 % of the time.</p> <p>ILT will meet at least once a month to calibrate on teacher actions and student learning in order to guide professional development needs that will be based on Get Better Faster Scope and Sequence Coaches Guide.</p> <p>After the initial summer data dive, ILT will create data dive protocols to closely monitor student achievement and instructional impact to create small groups and interventions.</p>			Tracey Pickard	06/30/2026
Actions			0 of 1 (0%)		
10/1/25	Instructional Coaches will support PLCs and directly coach and monitor lesson delivery and implementation to elevate student achievement and grow overall EOG GLP performance to 47%.			Tracey Pickard	06/30/2026
<i>Notes:</i>					
Implementation:			10/01/2025		
Evidence	6/27/2025				
Experience	6/27/2025				
Sustainability	6/27/2025				

	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
<i>Initial Assessment:</i>			Given the social-emotional and academic needs of students at Ranson, we have asked for and been allocated additional staffing to support decreasing class sizes in pursuit of 47% Grade Level Proficiency on Composite EOG.	Limited Development 10/02/2025		
<i>How it will look when fully met:</i>			We will decrease class sizes to increase individualized attention to students and support individualized learning.		Adam Pelletier	06/30/2025
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>As of June 2024, the district provided a variety of ways to receive and analyze student and teacher data. Administration and instructional leaders participated in deep data dives facilitated by district leaders. The Limited Development of this goal is result of inconsistent use of the data to create intentional instructional moves for small groups and/ or academic interventions.</p> <p>There are opportunities to review data by sub-groups and observation data to determine patterns and gaps in over all instructional practices. The School Leadership Team and Instructional Leadership Team will review the data monthly to make instructional and professional development decisions.</p>	Limited Development 08/25/2022		
How it will look when fully met:		Weekly subgroup data discussions will be a staple in Math, ELA, and 8th Grade Science PLCs to identify growth or deficits in students academic performance. In addition, the administrative team will review all student data including attendance, iready data, EVASS and current year projections to ensure targeted instruction and to identify areas of opportunities for increased academic performance.		Adam Pelletier	06/30/2026
Actions			0 of 4 (0%)		
	8/25/22	The principal will establish a protocol for using teacher observation and performance data to drive coaching interventions for teachers (CMS Goals 2, 3))		Tamara Easter	06/30/2026
	<i>Notes:</i>				
	8/8/24	ILT will provide guided data dives to guide strategic coaching and small group action plans through morning mini PD Clinics (CMS Goals 2, 3, and FAM S-29)		Tamara Easter	06/30/2026

Notes:

9/11/24

In PLCs, teachers will use data trackers to analyze data trends across standards and sub-groups to plan accurate and informative action steps for student mastery and growth (Goals 2, 3)

Tamara Easter

06/30/2026

Notes:

10/2/25

We will use \$37,806.00 of Title I funds, excluding benefits, to hire a behavior management technician who will support student behaviors and positive behavior practices to keep students in class and support the goal of achieving 50% grade level proficiency on the comprehensive EOG/EOC score.

Tracey Pickard

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, the limited development of our MTSS process was a lack of consistency amongst administrators and teachers; issues were identified but no next steps were developed to support student academic and emotional struggles.</p> <p>Professional Development Clinics weekly and tiered walkthroughs are implemented weekly to improve general instructional practices. The Student Services team will model and walk teachers through the MTSS process helping teachers be reflective in identifying practices that need adjusting to best meet the needs of students.</p>	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		<p>When this objective is fully met:</p> <p>100% of teachers will have participate in MTSS training, and implement effective Tier I teaching practices and align them to the same standards and skills as their peers teaching other tiers of intervention. Teachers will focus on student responses to instructional practices, as opposed to student deficits or failures, and begin to implement Tier II and Tier III interventions as a result of iReady and benchmark data dives.</p>		Traci Winston	06/30/2026
Actions			2 of 5 (40%)		
	8/7/24	The School Counselor will document the implementation of school-wide MTSS (Branching Minds) and establish data driven protocols for small group instruction in order to ensure student mastery and growth. (CMS Goal 2, CMS Goal 3, and FAM-S 3)	Complete 12/02/2024	Traci Winston	12/01/2024
<i>Notes:</i>					
	9/17/24	Within the 2024-2025 school year, our CSI - LP school will implement the following evidenced based intervention(s): iReady program to increase overall student performance.	Complete 06/12/2025	Tamara Easter	06/12/2025
<i>Notes:</i>					

9/22/25	Using \$160,270.58 of Title I funds, excluding benefits, to hire three classroom teachers to deliver high-quality and standards aligned instruction to students that meets their academic needs and reduce class sizes in pursuit of achieving 50% GLP on the schoolwide EOC/EOG comprehensive scores.		Tracey Pickard	06/30/2026
<i>Notes:</i>				
9/22/25	We will hire a Tutor for 16 hours per week using \$17,508.46, excluding benefits, of Title I funds to work with students who are within 1 grade level of proficiency in Math and Reading and support their progress to Grade Level Proficiency and work towards achieving 50% GLP for the comprehensive EOG/EOC scores.		Tracey Pickard	06/30/2026
<i>Notes:</i>				
10/2/25	Counselors will implement individual and small group counseling services. In addition, they will assess students as needed, connect Family Advocates to families, and make referrals for school based counseling and outside resources depending on the need as a strategy for increasing student instructional time and thus increase student mastery (CMS Guardrail 2,3, FAM-S 30 and 31)		Traci Winston	06/30/2026
<i>Notes:</i>				