

Comprehensive Progress Report

Mission: Our mission is to commit daily to nurturing the needs of the whole child in order to ensure success.

Vision: Our vision is to be a school in which our students reach their full potential, and continue on the path of excellence.

Goals:

By the end of the 2025-2026 school year, all Rankin students will be exposed to a minimum of three experiences that will excite them about future careers.

By the end of the 2025-2026 school year, we will increase the overall performance composite on End-of-Grade assessments by at least 5%.

By the end of the 2025-2026 school year, we will actively engage families and students from our diverse population in problem-solving when their children need additional supports.



! = Past Due Objectives KEY = Key Indicator

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| 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>We currently have SPS and IPS systems in place, which meet to determine effectiveness.</p> <p>Unpacking documents will be reviewed on an ongoing basis and explicitly explained to new staff members. The documents will be used to develop instructional units.</p> <p>All staff will use GCS-provided curriculum, Standard Treatment Protocols and interventions to best meet all students' needs.</p> <p>The master schedule aligns with the district priorities and allots the appropriate time for all tiers.</p> | Limited Development 09/10/2016 | | |
| | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| <i>How it will look when fully met:</i> | | <p>Students in all subgroups at Rankin are achieving at expected growth rates in all subject areas. AIG quarterly plans align with standards and are designed to support students in acceleration, as are plans for students in all tiers and receiving EC/ESL services.</p> <p>Evidences include EOG proficiency data by subgroups, number of students who exit ESL services, as well as universal screening data that indicates Rankin has a "healthy" core.</p> | | Kennisha Wade | 05/31/2026 |
| <i>Actions</i> | | | 0 of 10 (0%) | | |
| | 9/25/25 | School counselors will use referral data to create individual and small groups to address attendance, behavior and SEL needs for students. | | Shauna Swann | 11/01/2025 |
| <i>Notes:</i> | | | | | |
| | 9/25/25 | Teachers meeting at least every 10 weeks to review supplemental data to determine effectiveness; action steps are created based on outcomes. | | Shauna Swann | 12/01/2025 |
| <i>Notes:</i> | | | | | |

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| 9/25/25 | Teachers will participate in PLCs 2x/weekly to analyze data, lesson plan and problem solve. (Title I funded Instructional Coaches will support this work) | | Kennisha Wade | 03/01/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Staff will receive ongoing MTSS training via webinars and in-person sessions. (Title I funded Instructional Coaches will support this work.) | | Kathryn Morris | 05/01/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Within the 2025-2026 school year, Rankin Elementary School will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2025-26 school year | | Stephanie Rakes | 06/01/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (Title I funded MCL will support this work.) | | Kennisha Wade | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Student Support Services Team will meet bi-monthly to analyze attendance data and implement action plans to support students and families. | | Shauna Swann | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | School-wide implementation of Class Dojo will be used to communicate with families; 36 languages are available to increase accessibility. Weekly announcements will be provided with ways families can support academics and SEL. | | William Thomas | 07/01/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Within the 2025-2026 school year, Rankin will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2025-26 school year.” | | Stephanie Rakes | 07/10/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Teachers attend IPS meetings with relevant data and implement actions steps based on meeting outcomes. | | Shauna Swann | 11/01/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 02/08/2022 | | |
| Evidence | 10/11/2016 We have meeting agendas and behavior data. | | | |

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| Experience | 10/11/2016 We're still working out the kinks, but overall the team has been successful. We have a systematic way of approaching both teacher and team concerns surrounding student behavior. | | | |
| Sustainability | 10/11/2016 Time. More teachers are taking advantage of the assistance than was anticipated. We're exploring how to meet the needs of the school within the time we have. We may added a third meeting a month. | | | |

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| Core Function: | Domain 4: Culture Shift |
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| Effective Practice: | Practice 4A: Build a strong community intensely focused on student learning |
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| 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 |
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| Initial Assessment: | Teachers use the first 5 mins of class to guide the students through a "morning meeting" which is focused on building a classroom culture that is inclusive and focused on learning. Counselors are pulling small groups weekly for specific behaviors such as social emotional skills, and anger management. | Limited Development 09/10/2016 | | |
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| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
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| How it will look when fully met: | We have created a Student Support Service team that will focus on creating and maintaining additional wrap-around supports for students with varied health, social emotional needs. Classroom teachers assess student data and refer students to the various support teams as needed. | | Shauna Swann | 06/06/2026 |
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| Actions | | 0 of 7 (0%) | | |
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| 9/25/25 | Student support staff will utilize a data tracking process to determine areas/students/staff for support. (Title I funded positions will support this work.) | | William Thomas | 05/10/2026 |
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| 9/25/25 | School counselors, behavior support interventionist and social worker will provide SEL specials daily to 3rd graders daily | | William Thomas | 05/10/2026 |
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| 9/29/25 | Behavior Support Interventionist will work with small groups of students, as well as individuals to reinforce self-regulation skills, conflict resolution and school readiness skills. | | William Thomas | 06/10/2026 |
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| 3/14/23 | Monthly recognition for students based on identified character traits; one per class. | | Aude Isimbi | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 3/14/23 | Provide award ceremonies quarterly | | Danielle Alexander | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/21/25 | Rankin will provide therapy sessions through Daybreak, INVO/IMPACT along with behavior support during the school day. | | Shauna Swann | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Utilize counselors to create small groups that address individual social emotional needs based on teacher observation and current referrals to the counselors. | | Shauna Swann | 06/10/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 11/04/2021 | | |
| Evidence | 1/27/2017 Sign-in sheets | | | |
| Experience | 1/27/2017 Both PD's have been completed by all staff members. | | | |
| Sustainability | 1/27/2017 More PD in African-American males. A plan to ensure fidelity of Capturing Kids; Hearts. | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
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| 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 |
| Initial Assessment: | | <p>Rankin's primary ways to communicate include: Class Dojo, which is updated daily and can be translated into over 60 languages to better support equity of access; ConnectEd messages which are sent every Sunday evening and translated into 12 languages.</p> <p>We currently send interim reports every 4 weeks and report cards every 9 weeks. We make phone calls and hold parent conferences as needed. In 2024-2025 Rankin will again be holding student-led conferences to allow students to showcase their learning.</p> | Limited Development 09/12/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | Parents will receive bi-weekly updates on the progress of the children. The updates will include specific things they can do at home to help their children. Curriculum nights will be tailored to meet the needs of parents in each grade level. An attendance team will work with parents to assist them in navigating the issues that are creating attendance issues for their children. | | Stephanie Rakes | 06/07/2026 |
| Actions | | | 0 of 7 (0%) | | |
| | 9/25/25 | Project Connect will occur in early November; this event connects families with resources in the community and provides them with academic resources to support learning at home. (Title I funded CIS and Community Liaison will support) | | Crystal Black | 11/30/2025 |
| <i>Notes:</i> | | | | | |
| | 9/25/25 | Provide timely information to parents through various methods (i.e. web pages, newsletters, ConnectEd, Parent Night, Class Dojo) | | William Thomas | 05/10/2026 |
| <i>Notes:</i> | | | | | |
| | 9/25/25 | Hold student-lead conferences prior to each report card distribution. | | Brenden Kee | 05/10/2026 |

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| <i>Notes:</i> | | | | |
| 9/25/25 | MTAC will offer a family engagement night during book fair in the fall and spring, building a love of reading and encouraging families to build their home libraries. | | Ann Virost | 05/10/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Launch monthly "Back to Basics" parent engagement sessions that will support academic achievement and empower guardians to continue students' learning at home | | Brenden Kee | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | The Parent/Community Involvement Team will continue the "Lunch and Learn" program for families, offering information about academic requirements for grade levels. | | Aida Vaca Guzman | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 10/18/24 | Title I funds will be allocated to provide partial salary for a Youth Development Coordinator/Community In Schools staff person. This position will serve as a liaison for community engagement to support literacy, behavior/SEL supports, STEM opportunities, guest speakers, and much more. The position will also serve to support students' basic needs for clothing, food, school supplies, etc to support attendance and overall school success. | | Stephanie Rakes | 06/30/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 05/24/2022 | | |
| Evidence | 6/10/2021 Copies of the weekly reports | | | |
| Experience | 6/10/2021 Teachers were able to buy into this process | | | |
| Sustainability | 6/10/2021 Monitoring | | | |