

Comprehensive Progress Report

Mission:

The staff and parents of Clara J. Peck Elementary School believe that each child is an individual who should be challenged to reach his or her full potential. We promote high expectations, respect for self and the diversity of others. The staff is committed to creating a school climate which will stimulate students' emotional, ethical, physical, academic, cultural and social development. We further believe education is a process which requires a partnership between the home, school and community to enable children to fulfill their potential as learners.

At Peck, we strive to create a joyful environment where students are encouraged to think critically and persevere through difficult challenges. Peck students will be leaders of their own learning who show empathy, compassion, and kindness regardless of their differences. We will develop collaborative, creative, global thinkers who work to cultivate a world of social change.

Vision:**Goals:**

By the end of the 2025-26 school year, we will increase our performance composite on End of Year assessments by 3% points from 37.0% to 40.0%.

By the end of the 2025-2026 school year, our school will achieve a rating of "Operationalizing (2)" on FAM-S Item #33. We will reach this by implementing supplemental behavior and social-emotional practices that are defined schoolwide by essential components of instruction, curriculum, and environment. We will use defined methods of monitoring student progress and data decision rules for intervention entry/exit.

By the end of the 2025-2026 school year, Peck Expeditionary Learning will expose all K-5 students to a minimum of three opportunities that will excite students about future careers; our 6th graders will explore a series of four different career pathways that align to high school course options in GCS.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Data reviews occur regularly after assessments, such as DIBELS, interim assessments, universal screeners, and unit assessments. Teachers receive professional development on the use of data-decision rules related to assessments. Our curriculum facilitator and IPS coordinator support teacher understanding of data use and decision rules. Some teachers have a limited knowledge of data analysis independent of guided support. 	Limited Development 10/12/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		The leadership team ensures professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities. (FAM-S Item #9) In addition, teachers will use regular assessment data as well as formative assessments to support the movement of students through the tiers. Professional development related to data analysis in attendance, behavior, and academics will be provided to teachers to support students at all three tiers.		T-awannya Piper	05/29/2026
<i>Actions</i>			0 of 6 (0%)		
9/18/25	Title I funds will be used to support students requiring intensive interventions through the funding of 1.5 positions - 1.0 reading interventionist and 0.5 math interventionist.			Ashley Triplett	09/30/2025
<i>Notes:</i> \$132,623.15 for positions; \$807.38 for sub pay in Title I funds.					
9/18/25	Ongoing professional development and coaching on data-based problem-solving is delivered and includes the following elements: 1) differentiation of professional development based on staff roles/responsibilities, 2) coaching, 3) modeling, practice, and collaborative feedback on problem-solving steps, and 4) support for collaboration and teaming skills. Our school psychologist, IPS coordinator, and Curriculum Facilitator will lead these efforts.			T-awannya Piper	12/19/2025
<i>Notes:</i>					

9/13/23	The leadership team ensures professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities. (FAM-S Item #9)		T-awannda Piper	12/19/2025
<i>Notes:</i>				
9/18/25	Title I funds will be used to support afterschool tutoring for students who need additional tiered support.		Ashley Triplett	05/29/2026
<i>Notes:</i> Spring 2026 tutoring - 4 tutors, 16 weeks at a cost of \$6800.90.				
9/18/25	Title I funding will be used to support the Instructional Leadership Team meetings to discuss data at the Tier I level, as well as professional development to support data analysis at Tier 2 and Tier 3 levels. Title I funding will also be used to support IPS case coaches and IPS leads to ensure students are receiving supports and data is collected to determine movement through the tiers.		Ashley Triplett	05/29/2026
<i>Notes:</i> Title I funds will be used to cover EEAs - \$21,584.88.				
9/18/25	Additional coaching days will be purchased from Title I funds to support CKLA implementation in classrooms identified as requiring additional professional development.		T-awannda Piper	05/29/2026
<i>Notes:</i> \$7500 in Title I funds will be used to implement this action step.				
Implementation:		03/25/2021		
Evidence	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			
Experience	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			
Sustainability	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			

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>			Currently there is inconsistent understanding of processes related to students moving between the three MTSS Tiers. IPS processes need to be articulated more clearly to staff school wide.	Limited Development 10/11/2020		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement. (FAM-S Item #34)		T-awannnda Piper	06/06/2025
Actions				8 of 11 (73%)		
	9/14/21	Establish processes/procedures and decision-rules for data-based problem-solving at each tier (FAM-S item #16).		Complete 06/09/2023	Candice Ricks	06/09/2023
<i>Notes:</i> Title I funds will be used to support staff professional learning and time for data discussions to support student interventions at the supplemental level (\$11,074.56).						
	7/19/22	Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement. (FAMS #34)		Complete 06/09/2023	Candice Ricks	06/09/2023
<i>Notes:</i> FAM-S Interventionists will be paid through Title I funds (\$77,722.19 for salaries & \$574.10 for sub pay) to provide intensive supports to students in reading and math.						
	8/31/22	Coaching to support MTSS Implementation. (FAMS #10)		Complete 06/09/2023	Candice Ricks	06/09/2023

	<p><i>Notes:</i> FAM-S \$13,184.00 will be allocated from Title I funds for ensuring support by the MTSS leadership team (ILT), case coaches for IPS, and our IPS coordinator. Funds will cover EEAs aligned with their additional responsibilities to support MTSS implementation.</p>			
10/11/20	Staff to serve in the role of math and reading specialist will be funded through Title I so that differentiated support can be provided to students across various tiers. A teacher position will be funded through Title I spending to ensure low class sizes across all grade levels.	Complete 09/29/2023	Candice Ricks	09/29/2023
	<p><i>Notes:</i> \$91,591.93 has been allocated from Title I spending to cover the cost of the reading and math specialists at Peck and the additional teacher position. \$535.00 will be used to cover the cost of substitutes (not professional development) for these Title I-paid staff members.</p>			
10/11/20	The Instructional Leadership Team will monitor cohorts of students along with the effectiveness of core instruction across Reading and Math classrooms. The Instructional Leadership Team's work outside of the regular school day will be compensated through Title I funds via Extended Employment Agreements.	Complete 06/07/2024	Candice Ricks	06/07/2024
	<p><i>Notes:</i> \$7500.00 has been allotted from Title I funding to cover the cost of "Additional Responsibilities" EEAs.</p>			
9/13/23	Title I funds will be used to support the additional time required for our IPS Coordinator and our IPS Case Coaches to ensure streamlined school-home communication, adherence to IPS processes, and data records being analyzed and reviewed for presentation to IPS/families.	Complete 06/07/2024	Candice Ricks	06/07/2024
	<p><i>Notes:</i> \$7500.00 has been allotted from Title I funding to cover the cost of "Additional Responsibilities" EEAs.</p>			
9/30/24	Staff to serve in the role of math and reading specialist will be funded through Title I so that differentiated support can be provided to students across various MTSS tiers.	Complete 12/20/2024	Candice Ricks	12/20/2024
	<p><i>Notes:</i> \$95,091.24 from Title I funds (and \$538.25 for sub pay) will be used to support this Action Step</p>			
9/30/24	Ensure all materials are standards/curriculum-aligned and promote 21st century learning, particularly additional resources necessary to implementing effective MTSS. Title I funds will be used to purchase technology accessories so teachers are able to project from the district-approved presentations, use Illustrative Math/CKLA materials, and engage students in 21st century learning. Additional technology needs will support the purchase of chargers to ensure 1:1 student access to devices.	Complete 12/20/2024	Candice Ricks	12/20/2024
	<p><i>Notes:</i> \$1172.64</p>			

9/30/24	Schedule and structure to support PDSA cycles to support professional learning (Faculty Learning Targets). (EL Work Plan)		Trae Madden	06/06/2025
<i>Notes:</i>				
9/30/24	Leaders modeling the use of learning targets and opportunities for reflection and goal setting. (EL Work Plan)		Kwisha Bivens	06/06/2025
<i>Notes:</i>				
9/30/24	Progress monitoring and data collection of practices in classrooms (all leaders) - Using Dimensions to monitor implementation of learning targets and checking for understanding strategies.		Shelley Doolen	06/06/2025
<i>Notes:</i>				
Implementation:		06/04/2024		
Evidence	6/4/2024 These processes are now routine.			
Experience	6/4/2024 These processes are now routine.			
Sustainability	6/4/2024 These processes are now routine.			

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Teachers implement the Habits of Success daily in Crew. The Student Services Team holds monthly meetings with teachers to ensure they identify students in need of supplemental and intensive SEL and behavior supports. A Student Support and Interventions Crew developed a set of consistent common area expectations. There were 54 discipline referrals in the 2024-2025 school year. 	Limited Development 10/11/2020		
<i>How it will look when fully met:</i>		Supports for students across all three tiers will be provided to ensure students receive social-emotional and behavioral support at the core, supplemental, and intensive levels. Aligned with FAM-S Item #33: Supplemental behavior and social-emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum and environment. These practices are specified in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.		Ashley Triplett	06/05/2026
Actions			0 of 7 (0%)		
	9/25/25	We will purchase an additional day for our specialist/Encore positions to ensure we have four full-time specialists. The purpose is to ensure continuity in our rotation and to provide an additional day of specials/Encores where many of our struggling students feel most confident and successful.		Ashley Triplett	12/19/2025
	<i>Notes:</i>	We will use Title I funds to cover the purchase of 0.2 specialist positions.			
	9/13/23	All classrooms will hold a morning meeting daily with a greeting or initiative and Crew will be implemented daily.		Shanika Bush	12/19/2025
	<i>Notes:</i>				

9/18/25	Teachers will be trained on the use of EduClimber to document office discipline referrals and classroom-level infractions. We will encourage teachers to use this tool to document behaviors, as a way to track data trends related to students requiring intensive interventions, areas of the school that may need additional supervision/specific strategies, and whole group and small group SEL lessons.		Doretha Winstead	12/19/2025
<i>Notes:</i> Due to the new tool and clarification related to the use of EduClimber as a documentation platform for discipline data, this may contribute to an increase in office discipline referrals. The administrative team is also ensuring all bus referrals are entered to share trends and additional support needed from the transportation department.				
9/18/25	We will host three events to excite elementary students about careers, such as features on the morning show, guest speakers, lunch buddies from various career pathways, and a field experience focusing on a career pathway.		Shanika Bush	05/29/2026
<i>Notes:</i>				
9/18/25	Four different career pathways will be explored by our middle school students aligned with GCS high school career academies. Ex: students and teachers from the career academies use Teams to share why they joined the program and their post high school opportunities.		Shanika Bush	05/29/2026
<i>Notes:</i>				
9/13/23	Title I funds will be used for field trips for students in order to ensure all students have access to an experience intended to increase their content knowledge across subjects but will also have a positive impact on their social-emotional well-being. Students will have the opportunity to collaborate and develop positive peer relationships, developing Crew.		Ashley Triplett	05/29/2026
<i>Notes:</i> \$11210.79 has been allocated from Title I funds to make these field trips possible for all students to attend.				
9/13/23	Supplemental behavior and social and emotional practices that exist will be defined schoolwide or across grade levels/spans by essential components of instruction, curriculum, and environment. This will include school counseling sessions and support from the Student Services Team.		Shanika Bush	06/05/2026
<i>Notes:</i>				

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>		<ul style="list-style-type: none"> Peck's PTSA was re-established in January of 2025. Families participate in twice annual curriculum nights designed to inform families about Title I priorities, literacy initiatives, curriculum, and assessments. Families communicate with the school and classroom via ClassDojo. Families receive regular Connect-Ed messages. Families participate in family/teacher conferences. 	Limited Development 10/14/2020		
<i>How it will look when fully met:</i>		The school will have a dynamic, two-way communication plan that is utilized by families and school staff that is predictable and aligned with communication tools that families access the most. In alignment with FAM-S Item #21, we will engage students and families that represent the diverse population of the school, engage students and families in problem solving when their children need additional supports, provide intensive outreach to unresponsive families, increase the skills of families to support student learning.		Doretha Winstead	05/29/2026
<i>Actions</i>			0 of 3 (0%)		
	9/13/23	Educators will actively engage students, families, and community stakeholders at all tiers of MTSS. (FAM-S Item #21)		Doretha Winstead	12/19/2025
<i>Notes:</i>					
	9/18/25	The school will develop two surveys this school year: 1) to determine families at Peck's preferred method of communication; 2) quarterly "customer" satisfaction scales aligned with the district's focus on customer service.		Doretha Winstead	12/19/2025
<i>Notes:</i>					
	9/15/21	Title I funds will be designated for family involvement events (food purchases) and to purchase postage and other supplies and materials needed to ensure frequent, routine communication with families. This will include our Connect Ed calls, flyers home concerning school-wide events, and any discipline or health concerns for families.		T-awannya Piper	05/29/2026
<i>Notes:</i>		\$500.00 postage and \$7759.52 food purchases (Title I funds)			