Comprehensive Progress Report

Mission:

Develop responsible and knowledgeable life-long learners through a diverse and challenging educational program with families and the community.

Vision:

Families and school staff will work together to ensure that every child will achieve their highest potential and develop a life-long love of learning.

Goals:

By June 2024: Students will meet or exceed growth on all summative assessments - mClass, iReady, EOG's and this will reflect in EVAAS growth calculations.

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	• HBES has a PBIS matrix that conveys expectations/rules for all areas of the school. • All teachers are utilizing bulldog bucks as incentives in addition to the PBIS matrix. • PBIS is in progress. We need support with consistent implementation, purpose and incentives. • Some teachers make use of Class Dojo - this is not required. • Vertical consistency with Bulldog Bucks and Incentives. • Positive is great but we need set consequences. If you do this-------then----- .	Limited Development 09/20/2019		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	A school-wide matrix that is visible to all students and staff is posted in various areas throughout the school. The common language written in the matrix is used throughout the school. Teachers refer back to the matrix when addressing students' behaviors. Lesson plans are accessible for teachers to teach matrix behavior twice a year and teachers model behavior. All staff will consistently use Hemby Bucks for positive behavior. Regular celebrations of positive behavior ideas that support the use of Hemby Bucks. Teachers have a selection of purposeful activities/supports to use to address inappropriate behavior and guide appropriate behavior. https://docs.google.com/forms/d/e/1FAIpQLSfZJCMehli1uIvrDAigGRO0KT7dwpMdRSiJL8C24N6fPwvfyA/viewform?usp=sf_link 10/12/2022 All students follow all rules using an age-appropriate matrix with visuals. PBIS booster on a regular basis.	**Objective Met 11/09/23**	**Shannon Johnson**	**01/30/2024**	
Actions						
	10/14/19 Make posters of a school-wide matrix so that it is visible to all students in all areas.	Complete 11/20/2019	Anita Childers	12/02/2019	
Notes:					
	10/14/19 Come up with ideas of ways to celebrate positive behavior	Complete 01/07/2020	Regina Costa, Lauren Worthingon, Jen VonIderstein	01/01/2020	
Notes:					
	10/14/19 Create a reward system to celebrate behavior improvement and successes	Complete 01/15/2021	Christina Geiger, Susan Jackson, Cindy Ladimir	01/13/2021	
Notes:					

10/14/19	Develop lesson plans to help manage student behavior that is proactive, positive, and instructional.	Complete 01/13/2021	Erin Hare, Sharon Patrick	01/15/2021
Notes:				
10/26/21	All teachers revisit PBIS lesson plans with students and have students actively participate in the lessons.	Complete 05/31/2022	Wendy Reed	01/03/2022
Notes:	Revisit PBIS lesson plans Create positive relationships with purposeful activities Create meaningful activities to address negative behaviors Create a check-in/check-out system			
10/26/21	Develop meaningful activities/supports that address negative behaviors and move a student to appropriate behavior.	Complete 05/31/2022	Gwendalyn Iversen	01/03/2022
Notes:				
10/26/21	Create a check-in/check-out system for recurring behaviors from the same student.	Complete 01/03/2022	Shannon Johnson	05/31/2022
Notes:	Check-in Check-out system.			
10/26/21	Foster positive relationships with purposeful activities- ie morning meetings, greetings, short/silly turn and talk activities.	Complete 01/03/2022	Christina Geiger	05/31/2022
Notes:				
10/12/22	Consequence/tickets system, accountability tickets	Complete 11/30/2022	Wheelock and Worthington	11/30/2022
Notes:				
10/12/22	Create a larger and more visible age-appropriate matrix.	Complete 12/30/2022	Hare and Johnson	12/30/2022
Notes:	Updated posters are placed throughout the school.			
10/12/22	Use consistent language referencing the matrix's expectation to reteach the whole staff.	Complete 12/30/2022	Johnson	12/30/2022
Notes:				
10/12/22	Lessons to review matrix	Complete 08/31/2023	McCourt	05/30/2023
Notes:				
10/18/23	Develop leadership opportunities specific to 5th grade students - safety patrol, flag team, broadcast team, STEAM Team Assistants, etc.	Complete 10/30/2023	Dawn McCourt, Mindy Godwin, Stephanie Burris	11/13/2023
Notes:				

Implementation:			11/09/2023		
Evidence	6/2/21 6/2/2021For the 2020-2021 school year, we had 34 office referrals. In 2019-2020 we had 113 office referrals when school closed out in March 2020 due to CoVID 19.				
Experience	6/2/2021 This was a schoolwide effort. All classrooms were equipped with a Behavior Matrix. Students knew the rules and understood the common language throughout the building particularly when it came to voice level.				
Sustainability	6/2/2021 To sustain this effort, we will continue with PBIS and give the Bulldog Bucks for behavior expectations. Additionally, we will continue to enforce the Schoolwide Behavior Matrix for the classroom, hallway, cafeteria, restroom, playground and bus.				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:	• Adding support staff to lesson plans and google docs for collaborative school culture. • Meeting in PLC's multiple times a week - document discussion • Common assessments implemented (BOG, NCCI, explore (grade level specific assessing tool) • Lesson plans and exit tickets • Consistent documentation of PLC notes through shared agendas • Clustering students around data points • reviewing and applying data to instruction ex. BOG, Unit test, formative data, for end-of-year expectations. • Need units that provide more differentiated activities • Need to develop grade-level targets that are shared vertically • Need more collaboration between teachers, EC, and ELL staff	Limited Development 10/02/2019		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Instructional teams will: • Engage in quality collaborative practice focusing on student achievement and problem-solving to address learning concerns as it relates to their impact on teaching and learning in all subjects. • Identify power standard for each grade-level in all content areas and data systems that will track studnet progress toward these standards. • Collaborate with all support personnel - EC, AIG, ELl, special area. Classroom instruction will reflect: • Consistent curriculum alignment across content standards that ensures all students meet the milestones outlined in the standards and are able to access the content and skills in those standards. • Common assessments to determine student mastery with that data being utilized to adjust instruction for students as needed. • Specific learning activities that are aligned with the objectives in all classrooms.		Paige McCay	04/30/2024
Actions		0 of 8 (0%)		
11/7/23	Monitor student mastery of grade-level skills through the practice of spiral math review K-5		Stiles	01/26/2024

	Notes:			
11/7/23	Strengthen research and problem-solving skills with the use of the Big 3 Research Method K-5		King	01/26/2024
	Notes:			
11/7/23	Improve quality of science and social studies units of study by aligning or reinforcing topics with Amplify CKLA		Godwin	04/26/2024
	Notes:			
11/7/23	Share modifications to K-2 knowledge unit assessments to ensure formative data is valuable and beneficial for making instructional decisions in the primary grades		Sundara	04/26/2024
	Notes:			
11/7/23	Apply explicit instructional practices and resources for syllabication and morphology acquired from OG/IMSE training to literacy instruction in Grades 3-5		McCourt	04/26/2024
	Notes:			
10/12/22	Work with teams on backwards planning in mathematics to ensure curriculum is in alignment with UCPS pacing as well as NCCI, EOG, and EOY summative expectations		Godwin	04/26/2024
	Notes:			
10/12/22	Meet and include special area teachers, EC, and EL, to plan and extend learning.		Smith	04/26/2024
	Notes:			
11/7/23	Share vertical feedback on grade-level trends and learner progressions in mathematics to support student cohort transitions from grade-level to grade-level		Varda	04/26/2024
	Notes:			
Implementation:		10/18/2023		
Evidence	10/18/2023			
Experience	10/18/2023			
Sustainability	10/18/2023			

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**Student support services**

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
Initial Assessment:		• We have a set criteria for MTSS tiered support and documentation. • We have interventions in place per grade level. • PLC's meet with MTSS lead weekly - bi-weekly by grade level. • We have common data points for MTSS. K-5 i-Ready Math Assessments, K - 5th mClass Reading Assessments • K-5 has i_Ready Math Instruction and Intervention for students in MTSS process • K-5 wants/needs a computer-based reading a instruction and intervention programs. • Intervention process and plans are strong with regular meetings. • Core instruction is stong overall. • Differntation following core instruction for on-grade-level and high students needs to be a focus as evident in our 2022-2023 EVAAS growth scores.	Limited Development 10/02/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully implemented the intervention process and plans already established will continue. These include the following: • Teachers will use the same research-based intervention strategies for similar needs in the classroom and ensure alignment with instructional approaches across grade levels. • Teachers will use PLC time to discuss/plan similar interventions for similar students and strategies acquired through PD sessions. • Evidence of consistent implementation of MTSS interventions will be documented in grade-level MTSS spreadsheets. • MTSS implementation will be evident in ECATS documentation. • Fidelity reports with mClass and i-Ready will reflect the usage of these programs and track student data. • Student growth and progress monitoring will be evident in MTSS intervention data • Schedules for interventionist and tutor that reflect efficent use of time with students and student groups identified based on students' data points at regular intervals through the school year. Our 2023-2024 focus will be on differentiation for on and above grade-level students when they show mastery of core instructional concepts. This will be reflected in the following ways: • Duing whole group instruction, methods will be in place to quickly assess students' mastery of the concept. • Use of pre assessment strategies to assess students' skill level with a concept and then plan for differentiated instruction. • Exit tickets/problems after whole group instruction will be used to determine the leveled independent work students will complete. • Independent and small group work will reflect work that challenges students' current ability levels with that skill. • Post assessment data will reflect student growth with skills/concepts.			**Stephanie Burris**	**04/30/2024**
Actions		**6 of 14 (43%)**			
10/27/21	Maintain MTSS meetings at a regular interval with documentation	Complete 11/05/2020		Laurie Rank	11/05/2020
Notes:					

10/27/21	Teachers will maintain accurate and current intervention data in grade-level spreadsheets.	**Complete 05/31/2022**	GL reps for A4.01	05/23/2022
	Notes:				
10/27/21	Generate established intervention options based on research-based best practices for students with particular needs so that teachers at the same grade-level are using a similar intervention.	**Complete 03/31/2022**	Melinda Godwin	05/31/2022
	Notes:				
10/12/22	Utilize universal progress monitoring tools.	**Complete 06/10/2023**	Godwin	06/10/2023
	Notes:				
10/12/22	Utilize standard treatment protocol to make decisions about student placement in the MTSS process in reading and math.	**Complete 06/10/2023**	Godwin	06/10/2023
	Notes:				
10/12/22	Develop schedule for Literacy Specialist to work with students in small groups for some Tier 2 and all Tier 3 students.	**Complete 09/15/2023**	Amanda Mangum	09/15/2023
	Notes:				
11/1/23	K-2 give sample mastery task for a concept/standard prior to teaching that concept/standard. Use that data to group students for supplemental instruction.		GL Reps for A4.01	01/30/2024
	Notes: Grade-level representative for A4.01 are: K - Costa and Wortha 1- Bradly 2 - McLaughlin, Wheelock and Dulin				
11/1/23	3-5 implement math probes to assess instruction at regular intervals during a unit. Use the data from math probes to small group students, reteach instruction and differentiate "up" instruction when mastery is evident.		3rd - 5th GL Reps for A4.01	01/30/2024
	Notes: A grade-level representatives for A4.01 3rd - Donovan 4th - Patrick and Swanson 5th - Echerd and Godwin				
11/9/23	K differentiation plan based on pre/post assessments: enrichment groups with TA's, differentiated math centers, differentiated small groups with the teacher.		Wortha and Costa	01/30/2024
	Notes:				

11/9/23	1st grade differentiation plan based on pre-assessment data: Develop extension activities (independent and small group) for those who have mastered the content and differentiated small groups with the teacher and teacher assistants.		Bradely and French	01/30/2024
Notes:				
11/9/23	2nd grade differentiation plan based on pre-assessment data: Utilize iReady resources for enrichment differentiation. Differentiated small groups with the teacher and teacher assistant.		McLaughoin, Dulin, Wheelock	01/30/2024
Notes:				
11/9/23	3rd grade differentiation plan based on pre-assessment data and math probes process: Project based math for those who have mastered content, extension lesson activities from TPT and iReady, differentiated small groups with the teacher, enrichment groups with TA.		Donovan, Jackson, and Tomlinson	01/30/2024
Notes:				
11/9/23	4th grade differentiation plan based on pre-assessment data and math probes process: differentiated small groups with the teacher, enrichment word problems with practical application of math concepts for those that show mastery, and flexible grouping across the grade-level as needed based on formative assessments.		Swanson and Patrick	01/30/2024
Notes:				
11/9/23	5th grade differentiation plan based on pre-assessment data and math probes process: level up independent/group work if mastery on exit ticket and/or probes, and differentiated small groups with the teacher.		Stair	01/30/2024
Notes:				
Implementation:		09/21/2023		
Evidence	6/2/2021 6/2/2021RTI Menu			

Orton-Gillingham (for all abilities)
Dream Box
iStation
Raz Kidz

LLI
Orton-Gillingham
RTI Menu for Intervention
Flexible grouping for reading
iStation
Writing invervention group
Dream Box

LLI
Orton-Gillingham
RTI Menu for Intervention
Flexible groups based on strenghts/weaknesses
Flexible Groups based on strenghts/weaknesses
iStation

Flex Grouping
Challenge Math
iStation
RTI Menu for Intervention
Florida Center for Reading Research
Dream Box

Orton-Gillingham
iXL
RTI Menu for Intervention
Florida Center For Reading Research
iStation
Flexible Grouping based on formative data
Decodable Literature Groups
Xtra Math

 Flexible Grouping based on formative data
Florida Center for Reading Research
iStation
RTI Menu for Intervention
Dream Box

Experience	6/2/2021 6/2/2021- Consistent and weekly meetings were very helpful.			
Sustainability	6/2/2021 The Instructional coach's presence at grade level meetings to provide instructional support to the grade level is beneficial.			