

# Comprehensive Progress Report

**Mission:** Growing knowledgeable and responsible lifelong learners.

**Vision:** School staff and families 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.
  - By June 2025, increase reading proficiency to 75% or more of students in 3rd - 5th grade. (Key Indicators A2.04, A4.01, B3.03)
  - By June 2025, increase math proficiency to 80% in grades K-5. (Key Indicators A2.04, A4.01, B3.03)
  - By June 2025, increase teacher ratings for overall satisfaction to 95% or higher. (Key indicators B3.03)



! = 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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>• Presence is visible</li> <li>• Helpful feedback for formal observations</li> <li>• Walkthroughs/Classroom visits do occur</li> <li>• Admin have access to lesson plans</li> <li>• Limited feedback to improve instruction during visits</li> </ul>	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>			<p>Formal observations will be completed and feedback provided within 10 days.</p> <p>An administrator will be present in every classroom at a minimum of every two weeks.</p> <p>Teacher will receive positive feedback cards from staff after classroom visits.</p> <p>A clear plan will be created for teachers to access time to observe in other classrooms.</p>		Stephanie Burris	06/03/2025
<i>Actions</i>				2 of 5 (40%)		
	11/6/24	Positive feedback cards for staff to give each other.		Complete 12/16/2024	Scottie Stile and Cynthia Ladimir	12/15/2024
<i>Notes:</i>						
	11/6/24	Process for teachers to observe in other classroom once a quarter.		Complete 01/15/2025	Taylor Echerd, Callie Campbell and Pauline Tomlins	03/03/2025
<i>Notes:</i>						
	10/15/24	An administrator will visit every classroom at a minimum of every two weeks.			Stephanie Burris	04/30/2025
<i>Notes:</i>						
	10/15/24	Data focused PLC meetings that highlight student progress with MTSS targets, proficiency targets, and growth targets.			Stephanie Burris	04/30/2025
<i>Notes:</i>						

10/15/24	Formal observations will be completed and feedback provided within 10 days		Pascale Glenn and Stephanie Burris	05/23/2025
Notes:				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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	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
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<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>We have a set criteria for MTSS tiered support and documentation.</li> <li>We have interventions in place per grade level.</li> <li>PLC's meet by grade-level to review student data and identify students who require MTSS supports.</li> <li>We have common data points for MTSS. K-5 i-Ready Math Assessments, K - 5th mClass Reading Assessments</li> <li>K-5 has i-Ready Math Instruction and Intervention for students in MTSS process</li> <li>K-5 wants/needs a computer-based reading a instruction and intervention programs.</li> <li>Intervention process and plans continue to be developed.</li> <li>Core instruction is strong overall.</li> <li>Differentiation following core instruction for on-grade-level and high students needs to be a focus as evident in our EVAAS growth scores and data.</li> </ul>	Limited Development 10/02/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	<p>When fully implemented the intervention process and plans already established will continue. These include the following:</p> <ul style="list-style-type: none"> <li>Teachers will use the same research-based intervention strategies for similar needs in the classroom and ensure alignment with instructional approaches across grade levels.</li> <li>Grade-levels will meet at regular intervals with their MTSS Leadership Team representative to review data, enter data into ECATS, and adjust intervention groups and plans.</li> <li>Teachers will use PLC time to discuss/plan similar interventions for similar students and strategies acquired through PD sessions.</li> <li>Evidence of consistent implementation of MTSS interventions will be documented in grade-level MTSS spreadsheets.</li> <li>MTSS implementation will be evident in ECATS documentation.</li> </ul>	<b>Objective Met 02/19/25</b>	<b>Stephanie Burris</b>	<b>04/30/2025</b>
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- 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

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:

- During 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.

2024-2025 will reflect all of the practices above and as we fine tune our MTSS practices through distributive leadership utilizing the MTSS Leadership Team:

- The MTSS Leadership Team will meet monthly to review MTSS student data and make decisions on next steps with the MTSS process.
- The MTSS Leadership Team will assist with maintaining accountability for members of their team to ensure data and plans are updated for each students in MTSS at regular intervals.
- There will be evidence in the MTSS documentation and student data that reflects growth toward grade-level expectations or that additional supports are implemented in a timely manner to support students who continue to struggle to make progress.

Actions				
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
<i>Notes:</i>				
10/12/22	Utilize universal progress monitoring tools.	Complete 06/10/2023	Godwin	06/10/2023
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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.	Complete 02/14/2024	GL Reps for A4.01	03/28/2024
<i>Notes:</i> 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.	Complete 03/25/2024	3rd - 5th GL Reps for A4.01	03/28/2024
<i>Notes:</i> 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.	Complete 02/14/2024	Wortha and Costa	03/28/2024
<i>Notes:</i>				
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.	Complete 02/14/2024	Bradely and French	03/28/2024

<i>Notes:</i>				
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.	Complete 02/14/2024	McLaughoin, Dulin, Wheelock	03/28/2024
<i>Notes:</i>				
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.	Complete 02/14/2024	Donovan, Jackson, and Tomlinson	03/28/2024
<i>Notes:</i>				
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.	Complete 03/25/2024	Swanson and Patrick	03/28/2024
<i>Notes:</i>				
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.	Complete 02/09/2024	Stair	03/28/2024
<i>Notes:</i>				
10/15/24	Grade-level representatives for each team will be identified to serve on the MTSS Leadership Team.	Complete 10/09/2024	Stephanie Burris	10/31/2024
<i>Notes:</i>				
10/15/24	Each grade-level will continue differentiate supports for students based on pre and post assessment data. Groups will occur as flex groups, small groups with teacher, small groups with TA.	Complete 01/30/2025	MTSS grade-level representative	01/30/2025
<i>Notes:</i>				

10/15/24	MTSS Leadership Team will meet monthly to review data and revise interventions as needed.	Complete 01/31/2025	Amy Weddine	01/31/2025
<i>Notes:</i>				
10/15/24	MTSS Leadership Team members will maintain entry of MTSS plans in ECATS and facilitate the entry of student data for their grade-level members.	Complete 02/18/2025	Amy Weddine	02/28/2025
<i>Notes:</i>				
<b>Implementation:</b>		02/19/2025		
<b>Evidence</b>	<p>5/21/2024</p> <p>Teachers have lesson plans for differentiated flex group and the student data that supports the grouping process.</p> <p>Other curriculum supports for intervention/differentiation included:</p> <p>LLI</p> <p>Orton-Gillingham</p> <p>RTI Menu for Intervention</p> <p>Flexible grouping for reading</p> <p>iReady</p> <p>Writing intervention group</p> <p>Dream Box</p> <p>Florida Center for Reading Research</p> <p>iXL</p>			
<b>Experience</b>	<p>5/21/2024</p> <p>All teams have implemented a process for differentiated flex grouping based on student data at regular intervals during instructional units.</p>			
<b>Sustainability</b>	<p>5/21/2024</p> <p>We need to begin the process for differentiated flex groups by or before early October for the coming school year.</p>			

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<ul style="list-style-type: none"><li>• HBES has a PBIS matrix that conveys expectations/rules for all areas of the school.</li><li>• All teachers are utilizing bulldog bucks as incentives in addition to the PBIS matrix.</li><li>• PBIS is in progress. We need support with consistent implementation, purpose and incentives.</li><li>• Some teachers make use of Class Dojo - this is not required.</li><li>• Vertical consistency with Bulldog Bucks and Incentives.</li><li>• Positive is great but we need set consequences. If you do this-----then----- .</li></ul>	Limited Development 09/20/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>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.</p> <p>Lesson plans are accessible for teachers to teach matrix behavior twice a year and teachers model behavior.</p> <p>All staff will consistently use Hemby Bucks for positive behavior.</p> <p>Regular celebrations of positive behavior ideas that support the use of Hemby Bucks.</p> <p>Teachers have a selection of purposeful activities/supports to use to address inappropriate behavior and guide appropriate behavior.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfZJCMehli1ulvrDAigGROOKT7dwpMdRSiJL8C24N6fPwvfyA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfZJCMehli1ulvrDAigGROOKT7dwpMdRSiJL8C24N6fPwvfyA/viewform?usp=sf_link</a></p> <p>10/12/2022</p> <p>All students follow all rules using an age-appropriate matrix with visuals.</p> <p>PBIS booster on a regular basis.</p>		<b>Objective Met 11/09/23</b>	<b>Stephanie Burris</b>	<b>01/30/2024</b>
<b>Actions</b>					
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	
<i>Notes:</i>					
10/14/19	Come up with ideas of ways to celebrate positive behavior	Complete 01/07/2020	Regina Costa, Lauren Worthington, Jen VonIderstein	01/01/2020	
<i>Notes:</i>					
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	
<i>Notes:</i>					

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
<i>Notes:</i>				
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
<i>Notes:</i> 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
<i>Notes:</i>				
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
<i>Notes:</i> 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
<i>Notes:</i>				
10/12/22	Consequence/tickets system, accountability tickets	Complete 11/30/2022	Wheelock and Worthington	11/30/2022
<i>Notes:</i>				
10/12/22	Create a larger and more visible age-appropriate matrix.	Complete 12/30/2022	Hare and Johnson	12/30/2022
<i>Notes:</i> 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
<i>Notes:</i>				
10/12/22	Lessons to review matrix	Complete 08/31/2023	McCourt	05/30/2023
<i>Notes:</i>				
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
<i>Notes:</i>				

<b>Implementation:</b>			11/09/2023		
<b>Evidence</b>			6/2/21 6/2/2021 For 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.		
<b>Experience</b>			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.		
<b>Sustainability</b>			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.		
KEY	A2.04	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>		<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>Adding support staff to lesson plans and google docs for collaborative school culture.</li> <li>Meeting in PLC's multiple times a week - document discussion</li> <li>Common assessments implemented (BOG, NCCI, explore ( grade level specific assessing tool)</li> <li>Lesson plans and exit tickets</li> <li>Consistent documentation of PLC notes through shared agendas</li> <li>Clustering students around data points</li> <li>reviewing and applying data to instruction ex. BOG, Unit test, formative data, for end-of-year expectations.</li> <li>Need units that provide more differentiated activities</li> <li>Need to develop grade-level targets that are shared vertically</li> <li>Need more collaboration between teachers, EC, and ML staff</li> </ul>	Limited Development 10/02/2019	

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Instructional teams will: <ul style="list-style-type: none"><li>Engage in quality collaborative practice focusing on student achievement and problem-solving to address learning concerns as it relate to their impact on teaching and learning in all subjects.</li><li>Identify power standards for each grade level in all content areas and data systems that will track student progress toward these standards.</li><li>Collaborate with all support personnel - EC, AIG, ML, and special area teachers.</li></ul> Classroom instruction will reflect: <ul style="list-style-type: none"><li>Consistent curriculum alignment across content standards that ensures all students meet the milestones outlined in the standards and can access the content and skills in those standards.</li><li>Common assessments to determine student mastery with that data being utilized to adjust instruction for students as needed.</li><li>Specific learning activities that are aligned with the objectives in all classrooms.</li></ul>			<b>Regina Costa (elected 2023)</b>	<b>05/16/2025</b>
<b>Actions</b>			<b>9 of 11 (82%)</b>		
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		Complete 04/30/2024	Godwin	04/26/2024

*Notes:* Probes for 4th, 5th; 3rd math probes (probes for missing grade levels)  
 \*5th backwards planning; 4th grade tutoring pacing  
 Next Step:  
 NCCI Data with EVAAS Projections  
 -3rd & 5th fully using probes  
 4th grade using some probes  
 -All upper grades Pacing with NCCI  
 dates in mind  
 -Lower grades using county pacing and nine weeks of assessments  
 -Grade levels have EOG & NCCI specifications  
 -iReady growth checks K-2

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	Complete 04/30/2024	Varda	04/26/2024
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*Notes:* Vertical Conversations slide deck shared by Varda

\*Teams - Link to Staff Update  
 \*Teams need to know to look at the grade level above or below  
 Goal - add to agenda for April of May

Discussion around handwriting in the curriculum

11/7/23	Improve quality of science and social studies units of study by aligning or reinforcing topics with Amplify CKLA	Complete 04/30/2024	Godwin	04/26/2024
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*Notes:* <https://docs.google.com/document/d/1rP3FKiwJp2Bj0082237wHIRRAZ-eRg7gO0Nt32Rv-8s/edit?usp=sharing>

Work in progress; will be done by end of year when units are taught

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	Complete 04/30/2024	Sundara	04/26/2024
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*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	Complete 04/30/2024	McCourt	04/26/2024
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*Notes:* 4th grade - Add Word of the Day with Breakdown of Morphology, Syllabication; Quiz on Words

5th grade - McCourt has a morphology bundle from OG IMSE that she can share with 3rd - 4th

3rd grade - Replace Syllabication with OG resources; Spelling Rules

Next Step:

Scope and Sequence 3-5 Morphology and Spelling to be created by Godwin with collaboration from 3-5 teachers

3rd- Goldberg/Donovan add IMSE resources to plans

4th- Swanson adds IMSE resources to plans

5th- Morphology Sequence doc for CKLA modifications

Next year's goal: List out grades 3-5 morphology sequence for schoolwide alignment

11/7/23 Monitor student mastery of grade-level skills through the practice of spiral math review K-5

Complete 05/15/2024

Stiles

05/20/2024

*Notes:*

11/7/23 Strengthen research and problem-solving skills with the use of the Big 3 Research Method K-5

Complete 05/21/2024

King

05/20/2024

*Notes:*

11/20/24 Define Power Standards

Complete 12/23/2024

Jessica Bradley

12/23/2024

*Notes:*

11/20/24 Share Power Standard across all areas with support staff.

Complete 01/15/2025

Pascale Glenn

01/15/2025

*Notes:*

11/20/24 Examples of mastery of the power standards will be added to the document and shared with support staff and specials teachers.

Dawn McCourt,  
Jessica Bradley and  
Jen VonInderstein

02/14/2025

*Notes:*

11/20/24 Support staff and special area teachers will reflect implementation of power standards in lesson plans and instruction.

Jen VonInderstein

05/16/2025

*Notes:*

**Implementation:**

10/18/2023

<i><b>Evidence</b></i>	10/18/2023			
<i><b>Experience</b></i>	10/18/2023			
<i><b>Sustainability</b></i>	10/18/2023			