

Comprehensive Progress Report

Mission: Reach, Teach, Serve

Vision: To create a nurturing, rigorous learning environment that promotes academic success for all students and prepares them to succeed in a blended learning environment.

Goals:

PRMS will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

All teachers will be attentive to students' emotional states, will guide students in managing their emotions, and will arrange for supports and interventions when necessary.

PRMS will establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Establish and communicate clear expectations with staff and students at the beginning of the year, in the middle of the year, and before state testing</p> <p>Meet as a leadership team to determine consistent consequences for discipline matters</p> <p>Encourage and set guidelines for professional development throughout the year</p>	Limited Development 10/16/2024		
How it will look when fully met:			<ul style="list-style-type: none"> - Analyzing discipline data for consistent consequences - Professional development opportunity review and planning - What has been offered? What has been completed? Teacher Survey? - Safety meeting/expectations agendas 		Debbie Mayer	06/06/2025
Actions						
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Pirate Cards for staff Spirit days for staff each month Social Media recognition Staff Kudos each week BT support Constructive and timely feedback Birthday and celebration recognitions 	Limited Development 10/16/2024		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> - Review of social media posts - Number of Pirate Cards sent - BT meeting agenda and feedback from teachers - Teacher/Staff Feedback Survey 		Christina McDowell	06/06/2025
Actions						
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Weekly PLC meetings Review of Check In data with admin IReady Assessments Freckle usage/implementation 	Limited Development 12/23/2024		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> - Increased Check In scores from last year - Improved IReady performance - Continual monitoring of Freckle use 		Corrine Hart	06/06/2025
Actions						
<i>Notes:</i>						
	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>			<ul style="list-style-type: none"> Use of MTSS/IReady/Freckle Tutoring in 2nd semester PLC support from other teachers 	Limited Development 12/23/2024		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> - Improved scores on IReady/classroom assessments/Freckle - Improved Check In scores - Improved EOG proficiency 		Christina McDowell	06/06/2025
Actions						
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none">Review safety protocols with students in groups/classroomsCounselor/MHT/Social worker support for students and staffHallway protocols for traffic controlTraining for front office staff	Limited Development 12/23/2024		
How it will look when fully met:			<ul style="list-style-type: none">Positive parent feedback about office staffCounselor/support staff support feedbackSafer transitions		Debbie Mayer	06/06/2025
Actions						
Notes:						