

Comprehensive Progress Report

Mission:

Vision:

Goals:



! = 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	
<i>Initial Assessment:</i>		All teachers use Classdojo to reinforce behaviors. Videos are shown to reinforce desired behaviors. Students are rewarded daily (Classroom) and monthly (school-wide) for meeting the goal of positive points. PBIS matrix is posted around building and in classrooms. We have interventions in place for student not meeting the desired goal monthly.		Full Implementation 10/19/2017			
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:

2019-2020

Last school year, 3-5 teachers met weekly with instructional coach to work on standards alignment and unpacking. Teachers unpacked all standards taught within the 3rd and 4th nine weeks. Math scores increased by 6% overall in grades 3-5 on our EOG assessments from the 17-18 school year to the 18-19 school year. Teachers will continue this work throughout the current school year on standards.

2018-2019

During the previous school year (17-18), 4th and 5th grade teachers began working to align the standards with instructional coaches weekly from February-May. The work was productive and staff were gaining a better understanding of their standards. This work included unpacking standards, test review, depth of knowledge, planning, and assessment. This school year grades 3-5 are participating in standards alignment work provided by the county instructional coaches as a district initiative.

Teachers in grades 3-5 meet weekly with instructional coach to work on gaining a deeper understanding of their standards.

K-2 teachers are designing lessons that are standards based to better assess student performance on the standards based report card.

2017-2018

ELA teachers are creating weekly literacy units to use for whole group instruction. This is aligned to pacing guides and standard course of study.

Math teachers use NYEngage as their math program which includes lesson plans.

Teachers use pacing guides and unit plans to teach Science and Social Studies

Limited Development
10/19/2017

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>19-20</p> <p>Grades 3-5 will continue unpacking standards, creating lessons and assessments, and implementing this work into the classroom setting. Binders of this work will be available for review.</p> <p>K-2 will begin to unpack standards and continue to align lessons to the county pacing guides.</p>			Angela Lasher	05/24/2019
	<p>18-19</p> <p>Grades 3-5 will begin unpacking standards, creating lessons and assessments, and implementing this work into the classroom setting. Binders of this work will be available for review.</p> <p>Grades K-2 will continue to develop lessons that are standards based. Lesson plans will state the standards being taught.</p>				
	<p>17-18</p> <p>Grade levels will have a collection of literacy units created on google team drive. Jan Richardson guided reading lessons will be used during small group instruction.</p> <p>Engage NY lessons will be used as designed following the county pacing guides and supplementing when appropriate.</p> <p>Science and Social Studies units should be designed based on county level pacing guides and curriculum map resources.</p>				
Actions			10 of 15 (67%)		
11/2/17	Walk-throughs will be conducted periodically and data reviewed during Leadership meetings and PLCs.		Complete 05/31/2018	Angela Lasher, Kevin Goins, Charlotte Ludolph	05/31/2018
	<i>Notes:</i> Walk-throughs were conducted sporadically.				
11/1/17	Evidence of Jan Richardson instructional strategies will be in small group plans using the required template.		Complete 05/31/2018	Charlotte Ludolph	06/07/2018
	<i>Notes:</i>				
11/1/17	Science and Social Studies units will be created using county pacing guides.		Complete 05/31/2018	Kevin Goins	06/07/2018

<i>Notes:</i>				
11/1/17	Literacy Units are being created and uploaded to team drives.	Complete 05/31/2018	Charlotte Ludolph	06/07/2018
<i>Notes:</i> Most grade levels completed 2 nine weeks worth of literacy units.				
11/1/17	Math lesson plans will be periodically collected to ensure pace is being maintained.	Complete 05/31/2018	Angela Lasher	06/07/2018
<i>Notes:</i> Lesson plans were collected or observed at least monthly.				
11/7/18	18-19 Teachers will use the Jan Richardson model and lesson plans for literacy instruction daily.	Complete 05/31/2019	Angela Lasher	01/25/2019
<i>Notes:</i>				
11/1/17	2018-19 Evidence of differentiated instruction should be apparent in lesson plans.	Complete 05/31/2019	Angela Lasher	05/24/2019
<i>Notes:</i> This goal was not fully implemented and will continue throughout this school year.				
10/30/18	18-19 Teachers in grades 3-5 will participate in weekly PLC meetings to develop a deeper understanding of their standards.	Complete 05/31/2019	Angela Lasher	05/24/2019
<i>Notes:</i>				
10/30/18	18-19 Teachers (3-5) will implement the unpacking of standards (ELA and Math) for 3rd and 4th nine weeks.	Complete 05/31/2019	Angela Lasher	05/24/2019
<i>Notes:</i> Beginning in January.				
10/30/18	2018-19 K-5 teachers will actively participate in district professional development of curriculum and standards (math and ELA).	Complete 05/31/2019	Angela Lasher	05/24/2019
<i>Notes:</i>				
10/10/19	19-20 Standard work and depth of knowledge PD for K-2 teachers and new teachers.		Angela Lasher	01/31/2020
<i>Notes:</i>				
9/26/19	19-20 Teachers (3-5) will implement the unpacking of standards (ELA and Math) for 1st and 2nd nine weeks.		Angela Lasher	01/31/2020
<i>Notes:</i>				

10/10/19	19-20 K-5 teachers will follow county pacing guides for math instruction and enter cluster assessments into the tracking document in a timely manner.		Angela Lasher	05/31/2020
<i>Notes:</i>				
10/10/19	19-20 K-5 teachers will follow the county ELA pacing guides and develop lessons that are aligned with standards.		Angela Lasher	05/31/2020
<i>Notes:</i>				
10/10/19	K-2 teachers will participate in PD on analyzing running records.		Kristy Ryan	12/19/2020
<i>Notes:</i>				
Implementation:		06/20/2019		
Evidence	6/20/2019 Sign-in sheets Teacher unpacking documents Lesson plans			
Experience	6/20/2019 Teachers participated in standards unpacking in grades 3-5 weekly with the instructional coach. Signed in sheets are available. Teachers completed 3rd and 4th nine week unpacking documents. K-5 teachers participated in district led PD on Math and ELA standards. Math cluster assessments were given and scores were recorded on tracking document. Jan Richardson model of lesson planning for reading group instruction was used along with Footprints leveled readers.			
Sustainability	6/20/2019 3-5 teachers will continue to work on unpacking standards for 1st and 2nd nine weeks.			

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

<p>Initial Assessment:</p>	<p>19-20</p> <p>Teachers review data monthly to determine intervention groups. Teachers track data, but not always in a consistent manner among grade levels. MTSS information is reviewed at monthly meetings. Data days will be implemented this year on a monthly basis. Master schedule was designed to include times for tier 2 and tier 3 interventions.</p> <p>18-19</p> <p>Teachers are reviewing data at least monthly. Core instruction is being discussed when 80% of students are not being successful. Tier 2 and 3 plans are being created when necessary. Teachers are using a tracking sheet to document baseline data, research based interventions, amount of intervention time, progressing monitoring, and other relevant information. The MTSS chair and administrator meet once a month with each grade level team to review data and document students who are in the MTSS process.</p> <p>17-18</p> <p>Teachers provide core instruction to all students. PLC teams analyze data to determine tier 2 and 3 interventions and support.</p>	<p>Limited Development 10/19/2017</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	19-20	Data days will be implemented at least quarterly. Teachers will be able to provide data on students who are in the MTSS process including goals, strategies, progress, etc. MTSS student folders will have all required information.		Emily Forehand	05/24/2019
	18-19	Student data will show an increase in Mclass and classroom assessments. Teachers will be able to provide data on students who are in the MTSS process including goals, strategies, progress, etc. MTSS student folders will have all required information.			
	17-18	Data will show an increase in student performance on MClass data and common assessments.			
Actions			5 of 9 (56%)		
11/1/17	MTSS team will hold a mid-year check-in to ensure that plans are being kept up-to-date.		Complete 02/15/2018	Emily Forehand	02/15/2018
	<i>Notes:</i> Mid-year check in completed for MTSS				
11/1/17	Tier 3 plans will be created only after tier 2 plans are in place and if the student is not being successful.		Complete 05/31/2018	Emily Forehand	06/07/2018
	<i>Notes:</i>				
11/1/17	Teachers will meet and create tier 2 plans during their PLCs.		Complete 05/31/2018	Angela Lasher	06/07/2018
	<i>Notes:</i> This goal needs to continue. Although teachers are creating tier 2 plans, there is not a consistent understanding across the grade levels.				

11/1/17	2018-19 Teachers (grades K-5) will analyze data from common assessments looking for 80% proficiency. A plan of action will be created to intervene and reassess for students who have not yet met proficiency.	Complete 05/31/2019	Emily Forehand	05/24/2019
<i>Notes:</i> At least monthly. Google doc will be used to track data.				
10/30/18	An individual student data tracker form will be used to document student progress of intervention strategies for each student in the MTSS process.	Complete 05/31/2019	Emily Forehand	05/24/2019
<i>Notes:</i>				
10/10/19	19-20 Data days will be implemented monthly to review student data with individual teachers.		Emily Forehand	05/31/2020
<i>Notes:</i>				
10/10/19	19-20 Teachers will continue the use of student data tracker for student in the MTSS process.		Emily Forehand	05/31/2020
<i>Notes:</i>				
10/14/19	19-20 Implementation of the Reading Recovery program with fidelity to 4-5 students each round.		Angela Lasher	05/31/2020
<i>Notes:</i>				
10/14/19	19-20 Title 1 teacher and/or teacher assistant will deliver instruction to students in need based upon MTSS tiers and formative assessment data.		Angela Lasher	05/31/2020
<i>Notes:</i>				
Implementation:		06/20/2019		
Evidence	6/20/2019 1st-3rd Mclass data increased from BOY-EOY with 82% being proficient at the EOY TRC. Record of MTSS meetings			
Experience	6/20/2019 MTSS coordinator met with teachers to develop plans for students who were not meeting 80%.			

Sustainability			6/20/2019 Individual student tracker form was not used by all teachers. Looking at options to make the process easier for teachers to track and report data.			
!	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
Initial Assessment:			Teachers discuss social/emotional needs during PLC meetings. It is part of MTSS and our problem solving model. Mrs. Derby provides services for students based upon student need and teacher recommendation.	Limited Development 10/19/2017		
How it will look when fully met:			19-20 Teachers will be regularly instructing students on social and emotional issues using lessons that have been gathered, organized, and research based by the counselor. June 2019: Staff received 1 training from Mrs. Derby (school counselor) on Sanford Harmony materials. They were instructed to the online site for assistance.			06/07/2019
Actions				7 of 9 (78%)		
	11/2/17		During MTSS meetings, we will purposely look for social emotional triggers that are impeding the child's learning and for solutions to overcome those challenges.	Complete 05/31/2018	Emily Forehand	05/31/2018
<i>Notes:</i>						
	11/2/17		Students who have not met their PBIS goal will meet with the counselor to discuss strategies they can use to proactively meet their goal the next month.	Complete 05/31/2018	Emily Forehand	06/07/2018
<i>Notes:</i>			This occurred when Mrs. Derby was present for PBIS days.			
	11/2/17		Classdojo videos will used to teach and promote positive social emotional behaviors on a regular basis.	Complete 05/31/2018	Trisha Richardson	06/07/2018
<i>Notes:</i>						
	10/30/18		2018-19 Mrs. Derby will train staff on the Sanford Harmony curriculum for social emotional needs.	Complete 02/12/2019	Kevin Goins	12/19/2018
<i>Notes:</i>						

11/2/17	2018-19 Professional Development for staff on social emotional understanding and instructional implementation.	Complete 05/31/2019	Nicole Derby or Other Staff Member	05/24/2019	
<p><i>Notes:</i> Mrs. Derby will provide PD for staff to have a better understanding of social emotional states.</p> <p>Team agreed that more PD is needed for staff. An overview of understanding the importance of social/emotional learning was provided to staff last school year.</p>					
10/30/18	2018-19 Teachers will utilize the Sanford Harmony curriculum as needed.	Complete 05/31/2019	Nicole Derby	06/07/2019	
<i>Notes:</i>					
10/30/18	2018-19 Students will be recognized weekly and rewarded monthly for positive behavior.	Complete 05/31/2019	Kevin Goins	06/07/2019	
<p><i>Notes:</i> Student of the Week Monthly Luncheons Monthly PBIS celebrations</p>					
10/10/19	Staff will participate in PD on growth mindset.		Angela Lasher	05/31/2020	
<i>Notes:</i>					
10/10/19	Mrs. Derby will provide further PD on Sanford Harmony curriculum as needed.		Nicole Derby	05/31/2020	
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PreK students are prepared for K by being exposed to the K classroom and the school. Students are able to spend time in a Kindergarten classroom in May to help with transition. Students are changing classes at 3-5 which helps prepare them for Middle School and the next grade. Students at this level also use chrome books. Students have also been using google classroom in some classes which will help prepare them for secondary.	Full Implementation 10/24/2017		

Core Function: **Dimension B - Leadership Capacity**

Effective Practice: **Strategic planning, mission, and vision**

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		Our LEA has a district team for creating the district improvement plan. It is shared with building and district leaders. School plans are based upon district plans.	Full Implementation 10/19/2017		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School leadership team meets regularly (twice a month) to discuss data and effective practices.	Full Implementation 10/19/2017		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Master Schedule developed to include common planning time among grade levels. One a month a doubly planning block is scheduled for vertical planning.	Full Implementation 10/19/2017		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:		Monitoring instruction in school			
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
Initial Assessment:		Principal meets with PLCs at least twice a month. Walk-throughs have been developed and will be used weekly to collect data and provide feedback by principal, assistant principal, and literacy coach.	Limited Development 10/19/2017		
How it will look when fully met:					
Actions					

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		The school improvement team and grade level PLCs regularly looks at data to make decisions and drive instruction. Professional development is based upon teacher request and county initiatives. This year, teacher input is helping to guide PD at the school level.	Limited Development 10/24/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		Teachers regularly communicates with parents about student expectations and progress. Parent expectations are not communicated regularly.	Limited Development 10/24/2017		
<i>How it will look when fully met:</i>		Teachers will continue to communicate with parents about student progress. Parents will receive monthly information on strategies or tips to use at home to support their child's learning needs. Evidence will be monthly newsletters and clasdojo posts provided by teachers and reading specialist.		Sandy Reynolds	06/07/2018
<i>Actions</i>					

Notes: