

Comprehensive Progress Report

Mission: Mountain Springs Elementary is climbing to new heights in education, as we prepare students to become productive citizens, by meeting the academic, physical, social, and emotional needs for every child, in every classroom, every day!

Vision:

Goals:

Alter the text and click the update link on the left

All 3rd and 4th grade students will increase their writing scores from the 2016-2017 school year data. 2016-2017 Scores: 3rd grade: Exceeding= 2% Ready= 12% Close= 47% Needs Support=39% 4th Grade: Exceeding= 1% Ready= 25% Close= 70% Needs Support= 4% Expected 2017-2018 scores: 3rd Grade= In the areas of exceeding, ready and close achievement will increase by 5%. 4th Grade= In the areas of exceeding, ready and close achievement will increase by 5%.



! = Past Due Actions

KEY = Key Indicator

Core Function:

School Leadership and Decision Making

Effective Practice:

Align classroom observations with evaluation criteria and professional development

| ! | | IF11 | The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984) | Implementation Status | Assigned To | Target Date |
|---|--|----------------------------|--|---|-------------|-------------|
| | | <i>Initial Assessment:</i> | <p>Throughout the school year, our staff participates in embedded, ongoing professional development opportunities. This year, our focus is based on "Teach Like a Pirate." After completing a section of their material, their interpretations are discussed and applied to teaching strategies in the classroom. A school Leadership Team has been established consisting of the principal, counselor, and a representative from each grade level. The team meets monthly to discuss academic progress being made in the classrooms, and what can be done to improve the current level of academic instruction. Each grade level provides information to the team that can be utilized across the building to create positive results for our students. Within the team, a strong support system has been formed that works to meet the academic and social needs of our students. Teachers participate in professional development opportunities at the beginning of the contract year, throughout the school year, as well as during the summer. The teachers receive training in math and literacy training, as well as discipline and classroom management, such as Conscious Discipline.</p> | <p>Limited Development 10/28/2015</p> | | |

| | | | | | |
|---|---------------------|---|--------------------|----------------------|-------------------|
| How it will look when fully met: | | As we implement this goal, we will have professional learning that increases our educator effectiveness and the results and achievement for all students. This will occur during our embedded meetings conducted each month with teams of teachers throughout the day. Our current focus is student engagement. We are participating in a Book Study using Teach Like a Pirate. We also meet monthly as a professional learning community to conduct Kid Talks. This professional learning development gives each staff member an opportunity to bring a student strength or weakness to the team to discuss and determine what strategies or interventions are needed to help this individual student find success. Teachers also participate in specific learning communities that provide support and training in the areas of literacy, math, science as well as classroom management. Our Learning Communities will be committed to continuous improvement , collective responsibility as team members and goal alignment based on standards and expectations. Our Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation. Evidence of this goal will be an increase in student achievement and engagement in all academic and social areas of development. | | Mandy Watkins | 05/27/2016 |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 11/13/15 | School staff members will be given a copy of the book, "Teach Like a Pirate." They will also be given a schedule of reading expectations and discuss among their grade level team. It will then be applied to their instruction and management in their classroom. | | Mandy Watkins | 05/27/2016 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Curriculum, Assessment, and Instructional Planning | | | |
|---|---------------------|---|-----------------------------------|----------------------|--------------------|
| Effective Practice: | | Assess student learning frequently with standards-based assessments | | | |
| | IID02 | The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Students K-2 will participate in MAP testing 3 times per year. Students 3-4 will participate in ACT Aspire Interim Assessment 3 times per year, as well as an end of year assessment. | Limited Development 10/28/2015 | | |
| <i>How it will look when fully met:</i> | | This objective will not be fully met as the objective will continue each year. The objective will be met at the end of each school calendar year, but will begin as the new school year starts. | | Mandy Watkins | 05/18/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| <i>Notes:</i> | | | | | |
| | IID03 | Teachers receive timely reports of results from standardized and objectives-based tests.(101) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Test results are printed at the end of each testing period and given to teachers for review. | Limited Development 03/06/2018 | | |
| <i>How it will look when fully met:</i> | | Teachers will use the assessment data from each ACT Aspire assessment to drive instruction. | | Mandy Watkins | 05/24/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| <i>Notes:</i> | | | | | |

| IID09 | | Instructional Teams use student learning data to plan instruction. (107) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-----------------------------------|---------------|-------------|
| <i>Initial Assessment:</i> | | Teachers use data from ACT Aspire assessments (Student Profile as well as class results) to plan instruction. Teachers meet during PLC's to work together as a grade level team to review assessment results, analyze next steps and plan lessons as a team to meet the needs of students. | Limited Development 03/06/2018 | | |
| <i>How it will look when fully met:</i> | | This is an ongoing objective that will follow the same protocol each year. Analyzing the ACT Aspire data will continue to drive classroom instruction. | | Sadie Jenkins | 05/24/2018 |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| <i>Notes:</i> | | | | | |
| IID10 | | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | ACT Aspire results are used to aid in the decision making process of determining students eligible for classroom interventions as well as reading or math intervention. The classroom report is used to pinpoint who is achieving below basic or proficient. These results are reviewed and considered by grade level teams with interventionists and administration at PLC meetings. | Limited Development 03/06/2018 | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| <i>Notes:</i> | | | | | |