

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%.

We will increase our ACT score in all areas. Expected scores are as follows: 3rd Grade 2017-2018 Scores: English- 92%, to raise by 5%. Reading- 64%, to raise by 10%. Science- 56%, to raise by 10%. Math- 82%, to raise by 10%. 4th Grade 2017-2018 Scores: English- 91%, to raise by 5%. Reading- 71%, to raise by 10%. Science- 66%, to raise by 10%. Math- 83%, to raise by 10%.



! = Past Due Objectives

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
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Initial Assessment:	Throughout the school year, our staff participates in embedded, on-going 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.	Limited Development 10/28/2015		
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	05/27/2020
Actions		0 of 3 (0%)		
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

Notes:

12/10/18 All teachers are required to complete Phonics 1st training. This will provide teachers with necessary tools to not only introduce phonemic awareness, but to understand the process and be able to transfer their learning to students during the school day.

Jennifer Bradley

05/20/2020

Notes:

4/16/19 Teachers will attend RISE training, Phonics First and/or Science of Reading modules from IDEAS.

Mandy Watkins

05/20/2020

Notes:

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
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Initial Assessment:	<p>Students K-4 will participate in MAP testing 3 times per year.</p> <p>Students 3-4 will participate in ACT Aspire Interim Assessment and the MAP assessment 3 times per year, as well as an end of year assessment.</p>	Limited Development 10/28/2015		
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How it will look when fully met:	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	05/24/2020
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Actions

12/10/18	The addition of 3rd and 4th grade were made to the MAP student progress monitoring cycle. Currently, all students K-4 will be assessed using the MAP tool for progress monitoring 3 times per year.	0 of 1 (0%)	Jennifer Bradley	05/20/2020
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Notes:

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. Teachers are able to log in to MAP and ACT Aspire to view reports as they are generated.	Limited Development 03/06/2018		
<i>How it will look when fully met:</i>		Teachers will use the assessment data from each MAP assessment and ACT Aspire assessment to drive instruction. These results will also drive PLC meetings to determine student growth and plans for action.		Mandy Watkins	05/24/2020
Actions			0 of 1 (0%)		
12/10/18		Once each MAP assessment is given, teachers have full access to review whole class as well as individual student achievement. This data is used to drive instruction and to create intervention groups as needed. The same is true for the ACT Aspire interim assessments.		Jennifer Bradley	05/20/2020
<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 MAP and ACT Aspire data will continue to drive classroom instruction.		Jennifer Bradley	05/24/2020
Actions			0 of 1 (0%)		
12/10/18		After each assessment is given a PLC meeting will be held to review this data. The grade level teams will discuss instruction, review lessons and intervention groups based on the reports generated by MAP and ACT Aspire.		Jennifer Bradley	05/20/2020
<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>	MAP and ACT Aspire results are used to aid in the decision making process of determining students eligible for classroom interventions as well as math intervention and phonics first 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>	This goal is an ongoing goal and will be completed at the end of each year and restart at the beginning of the next.		Tori Harrison	05/24/2020	
<i>Actions</i>			0 of 1 (0%)		
12/10/18	Once student assessments have been given, a committee (Instructional Facilitator, Phonics 1st Interventionist, Principal and Assistant Principal) will review the data to create intervention groups. These groups will work with teachers during our 30 walk-to-intervention time each morning as well classroom intervention groups. This data also determines the groups that our Phonics 1st interventionist will pull throughout the instructional day.		Jennifer Bradley	05/20/2020	
<i>Notes:</i>					