

Comprehensive Progress Report

Mission:

Stagecoach is a safe and caring environment that values the whole child, engages learners in meaningful ways, and fosters a love of lifelong learning for all.

In order to monitor student growth throughout the school year, we will participate in Act Aspire Interim Assessments grades 3-4 as well as MAPS Assessments K-4. This will help provide ongoing data that will be used to help drive instruction. We will also use this data to better plan for our response to intervention time and future planning/pacing.

Vision:

Goals:

Alter the text and click the update link on the left

We will monitor all students assessment data and be able to measure their academic growth. We will be able to better meet their needs based off of the data that we collect.

We will better serve students in the area of math by pushing our math interventionist into classrooms to work with groups of students as opposed to pulling students out of the regular classroom.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID02	All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Building norms but not sure all teams have norms.	Limited Development 10/21/2014		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		Each professional learning community will develop norms for their own team.	Objective Met 11/30/16	Pam Wilson	09/02/2016
Actions					
	10/21/14	Provide teams with copy of current building norms.	Complete 09/08/2016	Haley Beavert	11/03/2014

	<i>Notes:</i> Teams will be given a copy of the by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.			
10/21/14	PLC's will develop norms for their team.	Complete 09/08/2016	Haley Beavert	09/02/2016
	<i>Notes:</i> Teams will establish their by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.			
10/21/14	Teams will turn in norms in binder.	Complete 09/08/2016	Pam Wilson	09/08/2016
	<i>Notes:</i>			
Implementation:		11/30/2016		
Evidence	9/08/16 Evidence is shown by hard copy of norms kept by the process manager in a binder.			
Experience	9/08/16 School-wide norms were given to team PLC team leaders. Team norms were developed from those and kept in the team leaders' binders.			
Sustainability	9/08/16 All teams will continue to review and monitor norms as needed for optimal, effective meetings.			
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Each team operates with an agenda, keep minutes, stay focused, and follows through with the plans they make. Minutes are turned in to the principal weekly and questions are addressed, immediately or as soon as possible, as needed.	Limited Development 10/21/2014		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	Teams will turn in agendas and notes weekly. This includes embedded sessions and team leader meetings.	Objective Met 12/14/18	Pam Wilson	05/23/2019
Actions				
10/21/14	Team leaders will receive binders.	Complete 08/31/2016	Pam Wilson	08/31/2016

Notes: Team leaders signed for binders. Preparing agendas and keeping minutes is standard operating procedure for effective teams. This helps each team member take ownership in the discussion and operations of the school.

10/21/14 Team leaders received template for agenda and notes. Complete 08/31/2016 Pam Wilson 08/31/2016

Notes: A template with a sample agenda and meeting notes will be given to each team leader. This will help ensure an agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting.

10/21/14 Team leaders will complete weekly notes and turn in to Principal weekly if they are not in meeting. Complete 05/23/2019 Pam Wilson 05/25/2017

Notes: An agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting. It also gives each team member a sense of ownership in the overall improvement of the school. Detailed notes and accurate records will also be taken to ensure all objectives in the agenda have been met.

Implementation:		12/14/2018		
Evidence	12/14/2018			
Experience	12/14/2018			
Sustainability	12/14/2018			

	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
Initial Assessment:	A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. These meetings include face-to-face and group emails This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas.		Limited Development 10/21/2014		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Team will meet monthly.		Objective Met 12/14/18	Pam Wilson	12/31/2018
Actions					
3/6/15	Instructional Teams for each grade level and special education/activities will be formed.		Complete 07/20/2016	Pam Wilson	07/20/2016
<p><i>Notes:</i> Instructional Teams are formed consisting of each grade level. One team member will be appointed as "team lead" to provide an agenda, take meeting minutes, help the team stay focused, and to ensure the team follows-up to what plans are made during the meeting. Teams will discuss students to ensure instruction is planned accordingly and improvements are made over time. They will be guided by a common purpose and share a common vision, that reflects what the school should be like. The Instructional Teams will meet weekly, on Wednesday, during a shared planned time. Instructional Team leaders are Marsha Moses (kindergarten), Brenda Steinsiek (1st grade), Kaci Moore (2nd grade), Jennifer Holowell (3rd grade), Christi Lyons (4th grade), Kimberly Noblitt (special education), Robin Casteel (wellness), Liz Jones and Debbie Cooper (activities).</p>					
12/2/14	Leadership Teams have been formed. We meet once monthly in the media center and several times monthly (as needed) for group email communication.		Complete 12/28/2018	Debbie Grimes	05/25/2017

Notes: The Leadership Team was formed consisting of the principal (Pam Wilson), assistant principal/instructional facilitator (Haley Beavert), school counselor (Whitney Malham), process manager and teacher (Debbie Grimes), one teacher from each grade (Marsha Moses-K, Brenda Steinsiek (1st), Kaci Moore (2nd), Jennifer Holowell (3rd), Christi Lyons (4th), Kimberly Noblitt (SPED/CBI), Liz Jones (Media Specialist), Robin Casteel (wellness coordinator). and activity teacher (Debbie Cooper). The Leadership Team will be headed by the principal, and duties will consist of ensuring communication and coordination among grade levels and throughout the school. The Leadership Team will operate with an agenda, keep minutes, stay focused, and follow through with the decisions made in the meetings.

Implementation:		12/14/2018		
Evidence	12/14/2018			
Experience	12/14/2018			
Sustainability	12/14/2018			

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>		<p>Our school uses a variety of assessments throughout the year to determine proficiency of standards taught. Results are reviewed by the teams to determine mastery of content and make adjustments in instructional plans as needed. Formative assessments (formal and informal) are also given throughout units. Pre-assessments, formative, and summative assessments are given in areas of mathematics, reading (DIBELS, Developmental Reading Assessment, Oral Reading Fluency, etc.), word study (Developmental Spelling Assessment), social studies, and science. Annual assessments such as state standards assessments and standardized achievement tests are given each April.</p> <p>ACT Aspire Interims will be given 3 times throughout the year with the final Assessment taking place in April. Both third and fourth grade students take these Interims.</p> <p>MAPS assessments will be given 3 times throughout the school year with the final Assessment taking place in April. Our Kindergarten-Fourth grade students take these assessments.</p> <p>Data from these assessments will be reviewed during grade level PLCs. The staff will use this data to plan for further instruction and instructional grouping.</p>	Limited Development 03/29/2016		
<i>How it will look when fully met:</i>		Students in 3rd and 4th grade will be given interim ACT Aspire assessments to monitor progress in mathematics, reading and science. Students will also be given interim assessments using Edulastic to monitor progress in reading. MAPS Assessments will also be given for K-4.		Haley Beavert	05/23/2019
<i>Actions</i>			0 of 1 (0%)		
	3/27/17	Students in 3rd and 4th grade are given district-wide assessments throughout the year to monitor progress in preparation for the ACT Aspire assessment in April. During PLC meetings, teacher and administrators analyze data and discuss areas for improvement and intervention possibilities.		Haley Beavert	05/31/2019
<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>	<p>Within 24 hours of submitting the students Interim assessments the teachers have access to their class scores. The students scores are discussed during PLC meetings. Further instruction is determined based off of the assessment scores. Teachers are able to get a time in point report on where each individual student is struggling or succeeding.</p> <p>The data/scores for the MAPS assessments are also quickly reported. The staff is able to log into the MAPS database and see their individual students reports.</p>	Limited Development 11/29/2017			
<i>How it will look when fully met:</i>	<p>As the school year has progressed, the teachers are able to log onto their ACT Aspire/MAPS portal and get their classroom scores on their own. The staff is feeling more comfortable with the process and how to retrieve the data as they need it.</p> <p>The teachers are able to move their students into various groups based off of the assessment pieces that are in place. They will be able to know where each student is academically and be better able to meet each students needs.</p> <p>Our student data wall will be updated after these assessments in order to monitor student growth.</p>		Haley Beavert	05/23/2019	
Actions			0 of 1 (0%)		
4/30/18	Data from both the ACT Aspire Interims as well as MAPS will be distributed to the teachers. The data will be studied and analyzed during weekly PLC meetings. The data will be used to drive instruction and to help create academic groups.		Haley Beavert	05/31/2019	
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID02	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.(5194)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Rise research supports all tiers of literacy instruction. Currently a small group of teachers have received the training. The entire staff will have the training complete by the end of summer 2019.	Limited Development 04/30/2019		
<i>How it will look when fully met:</i>		All teachers will be trained in RISE, Phonics First, and Science of Reading modules on IDEAS. Teachers will use information regarding the Science of Reading in their classroom. The research will guide their teaching as well as provide them with the right assessment tools.		Pam Wilson	06/01/2020
Actions			0 of 3 (0%)		
4/30/19	All teachers will receive the full CABOT RISE training. All teachers have already received the 5 day Phonics First PD, but it will also be given to any incoming teachers.			Pam Wilson	09/01/2019
<i>Notes:</i>					
4/30/19	Teachers will use Phonics First materials and have the program fully implemented during whole group instruction in all of the classrooms.			Pam Wilson	05/01/2020
<i>Notes:</i>					
4/30/19	Teachers will use materials provided from RISE to drive small group instruction. Decodable books have been purchased for teachers to use during these small group lessons. These books fully align with the research behind the RISE program.			Pam Wilson	05/01/2020
<i>Notes:</i>					

!		IIID03	The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Through analyzing our data we were able to notice a trend within our second grade students. We had a large number of second grade students who were struggling with math concepts. Our Math Interventionist normally pulls small groups of up to 6 students in order to serve those students in intervention. This year we decided to have the math interventionist push into the second grade classrooms. The idea was that she could possibly end up seeing/serving more students if she pushed into the classroom and did math stations with the teacher. Our math interventionist is able to see 38 students/2 days a week by pushing into the classroom. If the interventionist was pulling students out of the classrooms then she would only be serving about half of that number.	Limited Development 04/30/2018		
How it will look when fully met:			If this push in model is successful then we will see an increase in second grade assessment scores. The students will grow in math strategies and be able to solve grade level material.		Haley Beavert	05/23/2019
Actions				1 of 2 (50%)		
	4/30/18	Holly Woodruff, Math Interventionist, will push into the second grade classrooms to serve students instead of pulling groups of students out for intervention.		Complete 12/31/2018	Haley Beavert	12/31/2018
<i>Notes:</i>						
	4/30/19	We will utilize Holly Woodruff as a math interventionist to work with small groups for intensive instruction. Her students will vary depending on the need.			Pam Wilson	05/23/2019
<i>Notes:</i>						

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
!	FE05	The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We strive to keep the doors of communication open between our school and the families represented.</p> <p>We not only share valuable information with our families but we also gather information from them in order to better serve our children.</p>	Limited Development 04/30/2019		
<i>How it will look when fully met:</i>		<p>We will gather the data that families share with us through surveys, family nights, emails, etc. and study it in order to strengthen the communication lines between school and home.</p> <p>We will send home a weekly School newsletter to the entire student body. Individual teacher will send home weekly memos focusing on events in their classroom.</p>		Pam Wilson	05/23/2019
Actions			0 of 3 (0%)		
4/30/19		We will use Smores, remind, emails, social media and phone calls to communicate with families.		Pam Wilson	05/23/2019
<i>Notes:</i>					
4/30/19		We will periodically send out surveys asking our families what we can do to improve certain events.		Haley Beavert	05/23/2019
<i>Notes:</i>					
4/30/19		We will have Family Nights after school in order to promote student academics, allow students to perform for their families or to display student work.		Pam Wilson	05/23/2019
<i>Notes:</i>					
	FE06	The school regularly communicates with parents (families) 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).(5500)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	<p>We send out weekly newsletters, both schoolwide and within the classrooms, in order to inform parents of upcoming events.</p> <p>We email, write notes or call parents on a daily basis in order to keep them aware of things that may be going on at school.</p>	Full Implementation 04/30/2019		
-----------------------------------	--	-----------------------------------	--	--