

## Comprehensive Progress Report

**Mission:** The mission of Cerro Gordo Elementary School is to provide a safe and nurturing learning environment, which fosters academic excellence and encourages students to serve as moral, productive, and responsible citizens within a global society.

**Vision:** Our vision for Cerro Gordo Elementary School is for every student to become a moral, productive, and responsible citizen in a global society.

**Goals:**

All students will increase academic growth by 10% for our composite score in response to teachers differentiating and individualizing instruction based on student performance on informal and formal assessments.

All students' academic performance will increase due to a 10% decrease in discipline referrals.

The academic growth of all students will be increased by 10% due to the implementation of a tiered instructional system which allows the delivery of evidenced based instruction aligned to the needs of individual students at tier 1, 2, & 3.



! = 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>		A positive behavior intervention strategies (pbis) committee has been formed and a behavior expectation rubric has been created. A plan for pbis implementation has been established.	Limited Development 11/27/2018		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Students will be respectful, responsible, and ready at all times in all areas of the school campus. Students meeting the pbis rubric criteria will be rewarded. There will be a ten percent decrease of discipline referrals.		Sharon Jarvis	03/29/2019
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	11/27/18	We will form a pbis committee to create a behavior matrix and reward system.	Complete 10/17/2018	Sharon Jarvis	10/17/2018
<i>Notes:</i>					
	11/27/18	Implement the PBIS plan school wide.		Sharon Jarvis	03/29/2019
<i>Notes:</i>					
<b>Implementation:</b>			11/27/2018		
<i>Evidence</i>		11/27/2018			
<i>Experience</i>		11/27/2018			
<i>Sustainability</i>		11/27/2018			

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
<i>Initial Assessment:</i>		School-wide intervention is built into our daily schedule. Flooding, progress monitoring, I-Ready, Waterford, inclusion, SuccessMaker, one-to-one laptops, and benchmark results will be used to monitor progress.	Limited Development 10/27/2016		
<i>How it will look when fully met:</i>		The teachers at Cerro Gordo Elementary will implement a tiered instructional system which allows teachers to deliver evidence-based instruction in the classroom, by grade level. Teachers will use data from various sources (Waterford, I-Ready, Letterland, EVASS, past EOG scores AR Program, SuccessMaker, DIEBELS, Needs Assessments, Interest/Career Assessments, Learning Styles Assessments, benchmarks, formative classroom assessments and summative assessments) to develop intervention groups, flooding groups, learning stations, small groups, and AIG groups to meet the individual needs of all students. Teachers will use the data collected to analyze and reflect on the quality of the instruction and modify plans accordingly. An increase in proficiency rates and student growth will indicate the successful completion of this objective.	<b>Objective Met 11/27/18</b>	<b>Stacie Lane</b>	<b>06/04/2019</b>
<i>Actions</i>					
	11/2/16	We will establish school-wide intervention times and flooding times in the master schedule.	Complete 08/23/2018	Leslie Faulk	08/27/2018
		<i>Notes:</i> Teacher assistants will be assigned to grades 1-3 for flooding groups. There will be two assistants per a grade level. Flooding will take place four days a week. Fridays will a planning day when teachers will meet with assistants and discuss plans for the next week. Intervention will take place at 8:00 and end at 8:30 for all students.			
	11/2/16	Create an AIG schedule with the AIG teacher.	Complete 10/25/2018	Leslie Faulk	10/31/2018
		<i>Notes:</i> AIG students will not be removed from elective classes. They will be scheduled out of core classes.			
	11/2/16	Analyze various data sources to compile and create flooding groups, intervention groups, learning stations, and AIG classes.	Complete 06/04/2019	Leslie Faulk	06/04/2019
		<i>Notes:</i> Flooding groups,intervention groups, and learning stations have been created. As data is accumulated, groups are realigned.			

11/2/16	Based on the academic needs of students, lesson plans for all instructional tiers will be developed.	Complete 06/04/2019	Leslie Faulk	06/04/2019
<i>Notes:</i> It is an ongoing task indicated in teacher's lesson plans.				
11/2/16	Faculty will reflect on student data and lesson plans to determine the effectiveness of instructional tools.	Complete 06/04/2019	Leslie Faulk	06/04/2019
<i>Notes:</i> Faculty and PLCs meetings are scheduled weekly to evaluate and to reflect on student data and lesson plans.				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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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
<i>Initial Assessment:</i>		We have elected our committee members and plan to meet twice a month: once as a whole faculty and the other time with committee members. We have made a meeting schedule and are in the process of working toward establishing our goals.	Limited Development 10/27/2016		
<i>How it will look when fully met:</i>		Agendas, meeting dates, and completion of plan will serve as evidence that this objective is fully implemented.		<b>Stacie Lane</b>	<b>06/07/2019</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/27/16	Continue bi-monthly meetings.		Stacie Lane	06/07/2019
<i>Notes:</i>		We will continuously assess the plan and make modifications as needed throughout the year.			

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>		Administration and lead teachers collect instructional data from classroom observations and provide feedback for observed needs. Administration conducts follow-up visits to ensure feedback needs are being addressed. Performance data is analyzed in order to establish school improvement goals.	Limited Development 10/27/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Performance data of students as well as faculty is observed, collected, and analyzed by administrative personnel. This data is comprised of classroom assessments, online program results such as DIBELS, SuccessMaker, EOG scores, EVASS projections, intervention group data, report cards, and classroom observations applicable to the individual student, his or her grade and subject area, and the teacher's cumulative performance data. The data cited above, administrative records of faculty meetings, either as group or need based per individual teacher, SIT meeting minutes, and PLC agendas/minutes are indicative that this objective is being met.	<b>Objective Met 11/27/18</b>	<b>Stacie Lane</b>	<b>06/28/2019</b>
<b>Actions</b>					
	11/3/16	The administrator will initiate the analytics/evaluation of pertinent data needed to fulfill this objective. Sharing of this data will be at her discretion, based on urgency and sensitivity of said data. Information regarding an individual educator may be deemed necessary initially in a one to one meeting with particular individual. Henceforth, the administration shall share data for analysis and evaluation in a collaborative setting, including but not limited to whole group faculty, SIT, PLC groups, grade levels, content area, intervention personnel, and individuals.	Complete 10/17/2018	Stacie Lane	10/17/2018
<i>Notes:</i> *Responsible team member shall meet with administration and SIT if needed for further guidance. *On-going process as data is accumulated. 1/5/17					

11/3/16	If the beginning tasks are ascertained for addressing this objective are unsuccessful or need additional attention and or refinement, administrator will determine personnel to be involved. Subsequent actions shall include, but not limited to, peer coaching, professional development, action plans, schedule adjustment, intervention group implementation, review of student programs such as SuccessMaker and I-Ready, and Exceptional Children's programs.	Complete 10/17/2018	Stacie Lane	10/17/2018
<i>Notes:</i> Consult administrator and SIT.				
11/27/18	Create a professional development schedule addressing core subjects and digital literacy.	Complete 10/17/2018	JoLynn Holley	10/17/2018
<i>Notes:</i>				
<b>Implementation:</b>		11/27/2018		
<b>Evidence</b>	11/27/2018 11/27/2018--A copy of the pd schedule and roster sign in sheets are located in the administrator's office.			
<b>Experience</b>	11/27/2018 11/27/2018--We formed a professional development committee to create a calendar of professional development activities to meet the needs of our staff.			
<b>Sustainability</b>	11/27/2018 11/27/2018--We need to follow the pd calendar and make adjustments as necessary.			