

Comprehensive Progress Report

Mission: Our mission at Sugar Creek Elementary is to ensure all students excel academically, socially, and emotionally. We strive to create a collaborative community of students, parents, staff, and community members. Sugar Creek Elementary will utilize quality innovative and research-based strategies in an engaging, safe and supportive environment

Vision: Our vision at Sugar Creek Elementary is a school community where all members are welcomed, valued, and supported. Our school community sets and maintains high standards of learning in order to inspire, motivate and make a positive difference.

Goals:
Each year, our campus-wide reading performance for all students will meet the goal of 75% proficiency. We will provide targeted tier 1 instruction based on formative assessments, teachers will collaborate and plan using the PLC model, and students will track their own progress/data and set learning goals.

 Activity in the last 12 months

! = 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			
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	<p>All teams, grade levels, departments and ALE programs will:</p> <p>Facilitate the development of a Team Mission, Team Goals and Team Norms</p> <p>Facilitate PLCs on a weekly basis with a focused/ written Team Meeting Agenda</p> <p>Communicate with Leadership Team & Admin regarding campus/ grade level needs and concerns</p> <p>Facilitate Team Meetings to coordinate collaboration in determining team roles & responsibilities. This includes the instructional aide for the grade level. Planning meetings include Team Meeting Agenda s</p> <p>Maintain a positive focus and model of expectations for the campus</p> <p>All team meeting agendas will include: start time/ date, meeting outcomes, objectives/ topics to be covered, items to resolve, housekeeping items, agenda items for the next meeting, and end time.</p>	Limited Development 10/22/2015			
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>				
<i>How it will look when fully met:</i>	<p>All teams, grade levels, departments, and ALE programs will: Administrators will attend bi-weekly PLCs. Team leaders will turn those agendas into to admin as well.</p> <p>All team meeting agendas will include: start time/ date, meeting outcomes, objectives/ topics to be covered, items to resolve, housekeeping items, agenda items for the next meeting, and end time. Shared and saved in Google Drive.</p>		Stephanie Summerford	05/28/2021	
Actions		2 of 3 (67%)			
10/22/15	An agenda format will be provided to Team Leaders	Complete 08/29/2019	Stephanie Summerford	08/29/2020	

Notes: Every month, the team leader of each Professional Learning community will turn in a PLC Agenda to administration through Google Classroom that includes:

1. The meeting's objective and detailed notes
2. A task list and detailed notes
3. The amount of time that was used
4. Attendees

This will ensure teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.

10/22/15	The expectations of what belong on the agendas and what information needs to be documented will be explained to the Team Leaders.	Complete 11/18/2020	Stephanie Summerford	11/18/2020
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Notes:

10/22/15	Team Leaders will turn in completed agendas on a regular basis.		Stephanie Summerford	05/29/2021
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Notes: Team leaders will upload PLC agendas and give an update to admin through Google Leadership Drive.

Implementation:		09/29/2018		
Evidence	9/29/2018 Assistant principal has spreadsheet of updates and feedback as well as resolutions from each team			
Experience	9/29/2018 This structure took creativity to implement. Staff really appreciate the objective.			
Sustainability	9/29/2018 Admin must be consistent in sending out the update form and discussing at our monthly meeting.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE02	The principal develops the leadership capacity of others in the school. (53)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team will receive monthly updates/ training on leading their teams as the PLC facilitators and members of the leadership team. This monthly training will be face-to-face training.	Limited Development 09/29/2018		
<i>How it will look when fully met:</i>		The leadership team will discuss each month what will be presented to staff. These items will be discussed at the first leadership meeting in September		Stephanie Summerford	05/28/2021
Actions			0 of 1 (0%)		
	9/29/18	Leadership Team meeting provided by admin to discuss the importance of building capacity in our staff.		Stephanie Summerford	09/05/2021
<i>Notes:</i>					

	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Over the past several years the district has used the TESS model based on Charlotte Danielson's Framework for Teaching to monitor teacher growth and progress in the four domain areas of Planning and Preparation, The classroom environment, professional responsibilities, and instruction. Each year teachers are assigned to a track and they are evaluated based on their PGP goals and objectives.	Limited Development 09/24/2019			
<i>How it will look when fully met:</i>	<p>Teachers will completely understand the components of the TESS Framework, they will know how to maneuver through the Ed Reflect Portal, and they will be able to turn in artifacts that match their goals.</p> <p>The administration will evaluate teachers on their performance and what is seen in the classroom. Crucial conversations will take place in order to enhance instruction in the classroom for all teachers. The administration will also encourage teachers to further their craft by completing book studies, professional development, and other pieces of training deemed necessary for proper growth in areas of weakness.</p>		Stephanie Summerford	05/29/2021	
Actions			0 of 2 (0%)		
10/4/19	The administration will evaluate teachers on their performance and what is seen in the classroom. Crucial conversations will take place to enhance instruction in the classroom for all teachers.		Stephanie Summerford	05/28/2021	
<i>Notes:</i>	This will occur as needed and during formal observations and post-observation conferences.				
10/4/19	The administration will also encourage teachers to further their craft by completing book studies, professional development, and other pieces of training deemed necessary for proper growth in areas of weakness.		Stephanie Summerford	05/28/2021	
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The current level of implementation is that all grade level students have access to RtI which includes Tier 1, Tier 2 and Tier 3 instructional time that addresses reading, writing, math, science and behavior. Each grade level meets as a Data Dig Team/PLC to analyze student data and evaluate tier 1 teaching strategies. Sugar Creek is aligned with the work of DuFour, Dufour, Many, Mattos, and others' strategy of setting aside time within the master schedule, Intervention Block, when students are divided into groups for laser-focused instruction on a specific skill or set of skills. Within this system, students are progress monitored in their area of concern. The progress monitoring results are shared at monthly RTI PLC meetings and this data is broken down and analyzed on effectiveness. The leadership team will review the success of our Intervention Block throughout the school year by looking at the number of kids served in academic and behavior RtI and where they moved (to SPED referral, if referral qualified for SPED, back to Tier 1 or remained in Tier 2)	Limited Development 10/22/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		We will continue to analyze and monitor the effectiveness of our academic RtI Tier 2 and 3 growth as we did last year at the end of each quarter rather than only at the end of the year. We will also discuss the effectiveness of PBIS, school climate, and behavior management as we analyze and monitor our behavior RtI. We will have grade level teams analyze Tier 1 growth by comparing common assessment data as well as MAP data of Tier 1 students. We will also monitor the effectiveness of strategies used in Tier 2 and 3 and implement professional development to teachers based on current needs.		Adrienne Gunter	05/28/2021
Actions			0 of 4 (0%)		
	9/19/16	1. Each Grade Level PLC will look at the growth data of Tier 1, Tier 2, and Tier 3 students using the plotted report on MAPS in the Fall, Winter, and Spring.		Adrienne Gunter	05/25/2021
		<i>Notes:</i> These reports can be posted into the Google Classroom and an analysis of which Tier vs. Quartile.			

10/5/16	Professional development, based on the data gathered from PLCs, RtI numbers, ACT Aspire Data and MAP growth will be provided to teachers to help them effectively use this extra instructional time. Instructional coaches will provide professional development in the form of coaching cycles.		Lanie Caudill	05/25/2021
<p><i>Notes:</i> 9/4/21 Our literacy coach, Lanie Caudill has been attending grade level planning meetings, PLCs, and RtI meetings to gain information on professional development needs. She is currently working with 2nd and 3rd grade with Empowering Writers.</p> <p>9/13/21 Our math coach, Allison Heltom has been attending grade level PLCs and RtI meetings to gain knowledge of math needs in the building. She is facilitating math diagnostic screeners to students on tier 2 and 3. Teachers are using that data to form intervention math groups.</p>				
11/29/17	As a staff, collectively track and monitor academic progress data, discipline/ behavior data and RtI data once a month during PLCs. All grade levels will attend our monthly RtI meeting as well as classified staff who work with students and interventionists. All information regarding each student will be documented in SEAS during our monthly meeting. Agendas for each meeting will be shared on the Google Team Drive prior to the meeting date.		Stephanie Summerford	05/25/2021
<i>Notes:</i>				
9/24/19	Professional Development for all staff on the Science of Reading will continue. The literacy coach will model lessons and continue to give feedback to teachers. The administration will complete walk-throughs and evaluations on teacher progress of their implementation of RISE components.		Stephanie Summerford	05/29/2021
<i>Notes:</i>				
Implementation:		09/29/2018		
Evidence	9/29/2018 Data Dig agendas are submitted weekly. Our staff attends data dig meetings weekly as a team.			
Experience	9/29/2018 This process is in full implementation. Our staff is proficient in this process.			

Sustainability	9/29/2018 Continue to learn how to incorporate the new Science of Reading data into our current process.			
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
Initial Assessment:	Each student in grades K - 4 will be administered the MAPs assessment three times a year to determine growth and proficiency in reading and math. All students in grades K - 2 will also be administered the MAP Fluency Assessment three times a year to ensure foundational reading skills are being mastered. This data will be analyzed and tracked by our literacy coach, interventionists, and teachers to determine the proper interventions or instructional modifications. Adjustments will be made based on data, and professional development will be provided as needed.		Limited Development 11/09/2015	
<p style="text-align: center;">Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>				
How it will look when fully met:	Sugar Creek will follow the district assessment calendar when scheduling assessments for students with MAPS. Leslye Morse will facilitate the testing groups and monitor NWEA during all assessments. All K - 2 staff will be given testing security training for MAPS. Students will test in classrooms, intervention lab or computer lab. Our intervention team will administer the DIBELS assessment to all students K - 2; Students in need of IRI in grades 3 and 4 will also be administered DIBELS. This data will be analyzed to determine next steps for students in intervention. We will also use this data as guide to assess the effectiveness of instruction. Our district dyslexia specialist and reading specialist will also analyze our K - 2 DIBELS data; they will collaborate and communicate with our literacy coach.			Leslye Morse 05/28/2021
Actions			0 of 2 (0%)	
	12/13/17 Our literacy coach and interventionists will provide training to the intervention team before DIBELS assessments are administered at all 3 points during the school year.		Leslye Morse	05/29/2021
<i>Notes:</i>				

12/13/17	All MAPS, DIBELS, discipline and STEM data will be analyzed by building administrators and discussed during leadership team meetings. Data charts for all assessments will be kept in the conference room for reference and updating.		Stephanie Summerford	05/29/2021	
<i>Notes:</i>					
Implementation:		09/29/2018			
Evidence	9/29/2018 Our master schedule includes the time to discuss data as a team in a professional learning community.				
Experience	9/29/2018 Our school wide results show the progress from discussing data on a consistent and ongoing basis.				
Sustainability	9/29/2018 We will add in more time to discuss data for our teachers in a way that makes it more convenient for them.				
	IID09	Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use proper planning time with one another to discuss current district curriculum assessments to be given during tier 1 instruction. They currently follow their district pacing and guidelines when administering assessments.	Limited Development 12/13/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Teams will work collaboratively with the literacy coach, math coach and each other to develop and create assessments for students in literacy and math. Teachers will use data gained from assessments to plan tier 1 instruction. Teachers will also create/ develop assessments to guide their work with students in intervention and enrichment groups.		Stephanie Summerford	05/28/2021
Actions			0 of 1 (0%)		
12/13/17	The literacy and math coaches will collaboratively work with teachers during planning meetings and PLCs to effectively create/develop, implement, and administer quality common formative assessments.			Lanie Caudill and Allison Helton	05/28/2021

Notes:

Implementation:		09/29/2018		
Evidence	9/29/2018 Our coaches keep campus wide data and share that with staff. Our teams keep grade level data and meet as teams during data dig time to discuss that data.			
Experience	9/29/2018 We would have preferred to train more staff through solution tree.			
Sustainability	9/29/2018 With the support of our coaches, our teachers will continue to get the information and help they need to continue this work.			

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID01	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We monitor students through our current Response to Intervention process for academics and behavior. We do not just look at the data 3 times a year; we review the data monthly. For practice, this data is viewed on a weekly and as-needed basis. Targeted academic interventions are created by our teachers, instructional assistants, instructional coaches, and interventionist. Teachers, school counselors, district directors, 504 coordinators, sped leads provide our behavioral interventions.	Limited Development 09/29/2018		
<i>How it will look when fully met:</i>		We will monitor our students utilizing our current Response to Intervention process for academics and behavior. We will not just look at the data 3 times a year; we will review the data monthly in our Data Dig and Response to Intervention meetings. For practice, this data will be reviewed on a weekly and as-needed basis. Targeted academic interventions will be created by our teachers, instructional assistants, instructional coaches, and interventionist. Teachers, school counselors, district directors, 504 coordinators, school psychological examiner and sped leads provide our behavioral interventions.		Adrienne Gunter	05/28/2021
Actions			0 of 5 (0%)		
	12/1/20	Teachers will MAP test all students three times a year (unless indicated by IEP or ELPAC).		Adrienne Gunter	05/14/2021
		<i>Notes:</i> MAP testing will begin on September 10, 2020, and will occur three times a year. We will open the testing window again on January 12, 2021, and April 27, 2021. We will use this data to determine our beginning scores for all students and develop small group instruction. As the students test throughout the year we will track their growth and develop instruction based on their needs.			
	12/1/20	MAP Reading Fluency Assessment will be given to all K-2 students.		Lanie Caudill	05/21/2021

Notes: Grades K-2 will give the MAP Reading Fluency assessment three times a year. We will open our first testing window for MAP Reading Fluency on 08/31/2020. We will open the window again on December 1, 2020, and May 3, 2021. Our Literacy coach will help our grade levels use this data to target areas that students are falling behind in and areas we need to enrich learners.

12/1/20 Teachers will meet with literacy and math coaches during a monthly data dig meeting.

Literacy & Math Coaches

05/28/2021

Notes: Our literacy and math coach will hold monthly Data Dig meetings with each grade level. During these meetings our coaches will help the teachers look at their class data and help develop lessons and plans to meet the needs of their students. The coaches will help develop interventions for students who need the extra support. The meetings will be held on September 17, October 8, November 12, December 10, January 14, February 11, March 11, and April 8.

12/1/20 Teachers and the building RTI committee will meet monthly to discuss student progress and growth.

Adrienne Gunter

05/28/2021

Notes: Our RTI committee will meet with grade levels on a monthly basis. Before the meeting, teachers will fill out a google form and put the names of any student that are having difficulties. During this meeting, we will look at the student's data and the progress monitoring on interventions that have been developed based on the student's needs. The committee will help the teacher determine if the student needs to be placed on a tier, moved to another tier, or be referred for further testing. The RTI committee is made up of administration, interventionist, literacy coach, math coach, school psychological examiner, counselor, SPED Lead, and ESL teacher. These meeting will be held September 24, October 22, November 19, December 17, January 28, February 25, March 18 and April 22.

12/1/20 Teachers will meet weekly in grade level PLC meetings to discuss student data and growth.

Teachers

05/28/2021

Notes: Each grade level team will hold weekly meetings. During these meetings the team will develop lesson plans and look at individual students data to develop small group instruction to meet individual needs of students. The data they will look at are the QPA, PAST, weekly classroom assignments and assessments.

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	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>		Each grade level sends out a weekly hard copy newsletter every Tuesday. Every student has a Tuesday folder where school wide, grade level and classroom information is sent home. We use email and blackboard to send out announcements about school wide events, events with our parent teacher organization, information for the grade level and information from the classrooms. We have a social media webpage and a district webpage where we post announcements and events. Once a month administrators will send out a school wide newsletter monthly. We will invite parents to participate in our annual STEM camp.	Limited Development 09/15/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully implemented our parents and teachers will have a positive form of communication. Parents will have several ways to receive information from the school and teachers will be able to help facilitate information that is spread to our school wide community. Parents will also have an awareness of academic expectations within their students grade level with ideas of what they can do at home.		Julie Alexander	05/28/2021
<i>Actions</i>			0 of 5 (0%)		
	11/29/17	Parents will be invited to participate with our school-wide STEM Camp in the Winter and again in the Spring. They will support classroom teachers by assisting in the instruction of STEM lessons planned school-wide. Parents will be invited using a Sign-Up Genius, social media posts on Facebook and Twitter, a school wide handout		Laura Blades	05/04/2021
<i>Notes:</i>					
	10/4/19	The administration will use the TESS evaluation system to monitor if teachers are maintaining accurate records and teacher/parent communications. Mrs. Summerford and Mrs. Gunter will observe the procedures used by teachers to maintain correct records (Domain 4: 4b) and communicate with families concerning the completion of assignments, progress in learning, and non-instructional items (Domain: 4c). Teachers will earn either distinguished, proficient, basic, or unsatisfactory in their performance of these areas.		Stephanie Summerford	05/23/2021
<i>Notes:</i>					

12/14/17	Teachers will host at least 2 face-to-face parent teacher conferences during the school year. Every effort and flexible scheduling will be utilized to ensure that we 100% parent contact at Sugar Creek. Teachers will keep a sign in sheet of all parent conferences, distribute & explain report card information, as well as academic & behavior Rtl information. Our students who qualify for an IRI will receive a district/ state letter explaining the process for reading intervention.		Stephanie Summerford	05/28/2021
<i>Notes:</i>				
9/15/17	A school-wide newsletter will be sent home in Tuesday folders and posted digitally to our school webpage. Every month administrators will include a School to Home Connection Tip for learning.		Stephanie Summerford	05/29/2021
<i>Notes:</i>				
9/15/17	Each grade level must plan and decide on a form of communication with their parents on a weekly basis. They may use a printed newsletter to send in Tuesday folders, an emailed newsletter, or the Bloomz website as a form of communication.		Stephanie Summerford	09/29/2021
<i>Notes:</i>				
Implementation:		09/29/2018		
Evidence	9/29/2018 Our social media pages are updated daily to weekly. Parent comments have been positive and can be viewed on our twitter, instagram and facebook pages. Tuesday folders continue to go home weekly and 90% of teachers have switched to digital communication regarding classroom news.			
Experience	9/29/2018 We have witnessed what constant and consistent communication with parents can provide our school wide culture.			
Sustainability	9/29/2018 We will increase our social media engagement with our families and look for more exciting and innovative ways to communicate. We will switch our traditional paper newsletter to a digital format that is more easily accessible by our parents.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Prepare students for post-secondary options			
	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Sugar Creek works closely with the TREC Center and the Gifted and Talented program. TREC will assess our students during the month of August to determine any students who qualify for the program. Those students will attend classes at the TREC Center as part of an enrichment program. Teachers and parents may refer students through out the school year whom they feel would qualify as gifted & talented. Jean Womack will facilitate any grade acceleration assessments and parent conferences.	No Development 09/15/2017		
<i>How it will look when fully met:</i>		Jean Womack our Gifted and Talented program director will facilitate the testing of our 2nd grade students to determine qualification into the program. Students selected will be admitted into the program where they will attend classes at the TREC center once a week. Once our 2nd graders are in the program they are able to remain in the program through 4th grade. Teachers will track data and progress over time to identify any students who may benefit from the gifted and talented program or grade acceleration. During our monthly Rtl meetings we will devote time on the agenda to discuss enrichment opportunities and discuss specific students who are accelerating through the district curriculum. According to our apples to apples data, we need to increase the growth of our already proficient students. This is a process we need to strengthen during the 2018-2019 school year.		Stephanie Summerford	05/31/2021
Actions			3 of 4 (75%)		
	9/15/17	A final assessment will be administered at the TREC center for students who passed the initial screener for gifted and talented. Jean Womack will facilitate the assessments at the TREC center.	Complete 10/20/2017	Adrienne Gunter	10/01/2019
<i>Notes:</i>					
	9/15/17	In an effort for students to help facilitate their own learning, our 4th grade students will track their own learning progress and data. They will use the teacher created charts in their Google classroom to keep a record of pre/post assessment data as well as formative and summative assessment data. They will create SMART goals and share their digital data notebooks with parents during parent teacher conferences in the spring during Student Led Conferences.	Complete 05/25/2018	Adrienne Gunter	04/27/2020
<i>Notes:</i>					

9/15/17	There is an initial screening that will take place for the entire 2nd grade. TREC teachers will come to Sugar Creek and administer the screening to all 2nd graders to determine students who may be identified as gifted and talented.	Complete 09/29/2017	Stephanie Summerford	10/01/2020
<i>Notes:</i>				
12/14/17	Once a month, as a grade level PLC during our Rtl meeting we will discuss any students who are accelerating through the curriculum. We will determine enrichment opportunities for students in all grade levels and document our progress in our meeting agendas.		Adrienne Gunter	05/31/2021
<i>Notes:</i>				