

Comprehensive Progress Report

Mission:

At Apple Glen Elementary, our mission is to serve each child with passion, ignite a love for learning, and inspire problem solvers.

Vision:

Our vision for Apple Glen Elementary is to work collaboratively to provide learning opportunities that will challenge and inspire children to reach their full potential while nurturing each child as an individual.

Goals:

Build a collaborative culture where staff members are empowered to disaggregate data and problem solve in order to plan Tier 1 instruction so that 70% of 3rd and 4th grade students are scoring as Ready or Exceeding on the Spring 2020 ACT Aspire Reading and Math assessments.

Develop a culture of lesson planning that focuses on standards driven planning to increase the percentage of students who score at Ready or Exceeding on Spring 2020 ACT Aspire Reading assessments to 70% by developing Smart goals, tracking data, developing common assessments and providing professional development focused on reading and writing.

Develop a culture of lesson planning that focuses on standards driven planning to increase the percentage of K-2 students who meet their growth goal as established by 2019-2020 MAP RIT scores in Literacy and Math to 85%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Teachers observe coaches as they model lessons Coaches observe teachers Plans to cover classes so teachers can observe other classroom teachers Plans for teachers to facilitate professional learning for other teachers (based on strengths and area of interest) 	Limited Development 11/01/2018		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Scheduled reflection time following observations, move from reflecting with coaches to reflecting with teaching peer Teachers are comfortable being the learner and the teacher Teachers initiate observations and professional development inquiries 		Jillian Myers	05/15/2020
Actions			4 of 6 (67%)		
12/2/18	Admin and academic coaches will schedule a floating sub to cover classes and allow teachers to observe peers.		Complete 05/24/2019	Jillian Myers	05/24/2019
<i>Notes:</i>					
12/2/18	Teachers observe coaches model lessons with a focus on rigorous content and research-based instructional strategies.		Complete 03/07/2019	Jamie Baureis	05/24/2019
<i>Notes:</i>					
12/2/18	Coaches observe teachers and provide feedback regarding research-based instructional strategies and incorporation of rigorous content.		Complete 03/07/2019	Jamie Baureis	05/24/2019
<i>Notes:</i>					
12/2/18	Apple Glen Advantage - building level professional development opportunities that allow AGE teachers to lead and attend mini-sessions based on current staff interests and strengths. Admin, coaches, and team leads will collaborate with other district staff to provide pd opportunities in areas of need.		Complete 03/07/2019	Tracey Wood	05/24/2019
<i>Notes:</i> Beginning December 2018					
3/12/19	Schedule potential observation days for 2019-2020.			Tracey Wood	10/30/2019
<i>Notes:</i>					

9/25/19	Teachers have the opportunity to facilitate and participate in book studies that focus on visible learning, the Science of Reading, and behavior. They will then share their learning and attend sessions facilitated by peers at an Apple Glen Advantage building professional development.		Gretchen Lobik	05/25/2020
<i>Notes:</i>				

Core Function:	School Leadership and Decision Making
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Effective Practice:	Expanded time for student learning and teacher collaboration
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	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>		Our elementary schedule accommodates literacy and math blocks that are developmentally appropriate for the children we serve. Our schedule also includes a separate block for focused intervention or enrichment based on student needs as indicated by data. Each team has at least a 30 minute block of time during the day in which students are grouped according to need. We use Dibels, state tests, district assessments, and grade level common assessments to screen students to identify those that might need additional support. Students are then given a more diagnostic assessment to pin point their exact need. Student progress is monitored at Tier II monthly and Tier III using Dibels, or skill specific assessments. Interventions for students are continued or replaced based on progress monitoring results. Each PLC (classroom teachers, ESL teachers, intervention teachers, the literacy and math coaches, administrators) meet consistently to look at individual student data and make adjustments to student groups and interventions based on the progress monitoring instruments.	Limited Development 10/20/2015		
<i>How it will look when fully met:</i>		Full implementation would include a plan for monitoring the progress of students in each Tier. It would also include a plan for continuous improvement based on the results of progress monitoring.		Tracey Wood	12/18/2020
<i>Actions</i>			4 of 12 (33%)		
11/18/16		Tier one instruction will be monitored using grade level common formative assessments. Grade level teams will meet to plan common formative assessments and plan administration dates. Teams will meet to review student assessment results and plan next steps for instruction.	Complete 05/24/2019	Tracey Wood	09/29/2017
<i>Notes:</i>					
11/18/16		Tier 2 students will be progress monitored every 3 weeks and Tier 3 will be progress monitored every 2 weeks.	Complete 05/24/2019	Tracey Wood	10/02/2017
<i>Notes:</i>					

12/6/17	Admin will meet with all classroom teachers to review intervention plan for each student on Tier 2 or Tier 3	Complete 12/14/2018	Kendra Schacht	11/17/2017
	<i>Notes:</i> November 28, 2018: completed 1st building RtI review of tier 2 and tier 3 student data February 19, 2019: completed spring building RtI review of tier 2 and tier 3 student data			
12/6/17	Grade level teams will review MAP growth data to monitor progress for students who have been identified at Tier 2 or 3.	Complete 05/08/2020	Kendra Schacht	05/08/2020
	<i>Notes:</i>			
12/6/17	Grade level teams will review end of year MAP data to analyze growth for students who have been identified as Tier 2 or Tier 3		Kendra Schacht	05/08/2020
	<i>Notes:</i>			
9/25/19	Teachers are provided opportunities to participate in book studies focused on literacy in support of the RISE initiatives. Teachers will then share their learning during Apple Glen Advantage building professional development sessions.		Gretchen Lobik	05/15/2020
	<i>Notes:</i>			
9/25/19	Grade level PLCs meet with the literacy coach, administrators, and interventionists to plan literacy instruction and assessments.		Michelle Young	05/15/2020
	<i>Notes:</i>			
9/25/19	All K-4 teacher will complete training focused on the Science of Reading.		Michelle Young	08/15/2020
	<i>Notes:</i> K-2 teachers completed training in August 2019.			
9/25/19	Administrators and literacy coach identify RISE look fors while observing instruction and student learning. Feedback is provided to individual teachers and grade level teams.		Kendra Schacht	05/15/2021
	<i>Notes:</i>			
9/25/19	Teams use diagnostic assessments based on the Science of Reading to identify gaps in decoding and language comprehension skills. These gaps are addressed during intervention and small group instruction using research and strategies based on the Science of Reading.		Kendra Schacht	05/15/2021
	<i>Notes:</i>			
9/25/19	K-4 teachers will demonstrate RISE proficiency following completion of training.		Tracey Wood	08/15/2021
	<i>Notes:</i>			

9/25/19	Teachers use research and strategies to provide explicit instruction in decoding and language comprehension during tier one and intervention. This includes instruction in phonological and phonemic awareness, systematic phonics instruction, and comprehension that builds oral language, background knowledge, and vocabulary.		Michelle Young	08/15/2022
<i>Notes:</i>				

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engage teachers in aligning instruction with standards and benchmarks
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	IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Our current reality</p> <p>Teams are using standards to plan units. Teams are using common assessments to assess essential standards. Some common assessments are teacher created and some are district provided. Standards are outlined in lesson plans.</p>	Limited Development 12/06/2017		
How it will look when fully met:		<p>Teachers will create units based on standards and appropriate pacing. Teams will work together to develop common assessments at the beginning of their units. Teams will plan and share best practice strategies for each unit. Common assessments will be given to all students. Data will be analyzed to determine which team members exhibit a strength in teaching various standards. Teams will then collaborate again to plan for second-chance learning opportunities, intervention, or enrichment. Students will be enriched in areas they show mastery. Once reteaching and enrichment has occurred, students will be reassessed to determine mastery has been obtained. The activity teachers will support academic content by collaborating with grade level teachers and integrating various skills in their own curriculum.</p> <p>2019 update to address growth area of using assessment in instruction: Teachers will present clear learning targets and ensure that students know the success criteria to demonstrate mastery of the objectives. High-quality feedback will come from many sources, including students, and will be specific and focused on improvement.</p>		Tracey Wood	12/18/2020
Actions			5 of 11 (45%)		
1/22/18		Teachers will make their lesson plans available to administration and use standard numbers in their plans.	Complete 01/08/2018	Tracey Wood	01/05/2018

<i>Notes:</i>				
12/6/17	Activity team will work in PLC to discuss ideas for supporting literacy and math.	Complete 05/18/2018	Jake Holton	05/25/2018
<i>Notes:</i>				
3/12/19	K-4 teachers participated in building level professional development focused on planning common formative assessments	Complete 02/18/2019	Tracey Wood	02/18/2019
<i>Notes:</i>				
11/29/18	Kindergarten and 1st grade teachers will attend R.I.S.E. (Reading Initiative for Student Excellence)	Complete 08/12/2019	Jamie Baureis	05/24/2019
<i>Notes:</i>				
1/22/18	Teams will learn and build on each other strengths as they analyze data to determine which team members are the best resource for each unit.	Complete 12/14/2018	Tracey Wood	05/25/2019
<i>Notes:</i> 18-19: Due to the number of new team members on each grade level, this target date was pushed back.				
12/6/17	Enriching students on specific skills as determined by assessments		Tracey Wood	12/14/2019
<i>Notes:</i>				
9/25/19	Teachers have the opportunity to participate in book studies focused on Visible Learning which includes teacher clarity in instruction and assessment. Teachers will then share their learning with other staff members during Apple Glen Advantage building professional development sessions.		Gretchen Lobik	12/20/2019
<i>Notes:</i>				
1/22/18	Teachers will post learning standards and use "I can" statements to verbalize to students the learning that should take place and clearly communicate the learning target and assessment criteria.		Tracey Wood	05/24/2020
<i>Notes:</i> 11/29/2018 - Classroom Walkthrough data indicates learning targets were identified in lesson plans and by students in 80% of the completed walkthroughs.				
12/6/17	Consistently create or review common assessments at the beginning of each unit.		Tracey Wood	05/25/2020
<i>Notes:</i>				
12/6/17	Teams will discuss learning objectives as they are planning their standards based units. The goal is for teams to have a common understanding of the take away for students in each lesson.		Tracey Wood	05/28/2020
<i>Notes:</i>				

3/12/19	2nd-4th grade teachers will attend RISE training during the 2019-2020 school year		Gretchen Lobik	08/15/2020
<i>Notes:</i>				

Core Function:	Classroom Instruction
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Effective Practice:	Provide a tiered system of instructional and behavioral supports and interventions
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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
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Initial Assessment:	<p>Behavior committee made of representatives from various grades and areas developed tier one behavior expectations for school settings. Leadership team reviewed expectations and expectations have been shared with staff.</p> <p>Staff has committed to begin PBIS implementation and school behavior team is applying to begin PBIS implementation.</p>	Limited Development 10/19/2017		
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How it will look when fully met:	School will assess student behaviors throughout the year. Targeted instruction focused on behavior will be provided by staff. Team will review data to determine tiers of supports and assign students to appropriate tiers. Students will be continually re-evaluated throughout the year and moved up or down tiers as needed.	Objective Met 03/12/19	Kendra Schacht	06/01/2019
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Actions

10/19/17	Administrators and counselor complete PBIS new school application.	Complete 10/13/2017	Tracey, Wood	10/13/2017
<i>Notes:</i> If application is accepted, more actions will be added.				
12/4/17	Present behavior matrix to staff.	Complete 01/24/2018	Courtne Ortiz	01/24/2018
<i>Notes:</i> Matrix will be introduced to staff this year. Matrix will also be reviewed at the beginning of next school year and as needed.				
12/4/17	Determine who can, will, or should teach the expectations. Ensure that these groups are trained and prepared to teach the expectations.	Complete 04/25/2018	Kendra Schacht	04/06/2018
<i>Notes:</i>				
12/4/17	Continue attending training to plan and implement tiered behavior support system.	Complete 05/01/2018	Behavior Committee	04/27/2018

<i>Notes:</i>				
12/4/17	Plan kick-off to build excitement around expectations.	Complete 08/17/2018	Courtney Walker	08/01/2018
<i>Notes:</i>				
12/2/18	PBIS committee plans monthly and quarterly celebrations for students who consistently demonstrate behavior expectations.	Complete 01/08/2019	Courtne Mowery	12/21/2018
<i>Notes:</i>				
12/2/18	Representative attends monthly district PBIS coach meeting.	Complete 03/12/2019	Kendra Schacht	05/24/2019
<i>Notes:</i>				
12/2/18	Collect and analyze data from classroom and office discipline referrals. Identify expectations to be taught and retaught. Include resources in Monday Missive.	Complete 03/08/2019	Kendra Schacht	05/24/2019
<i>Notes:</i> Data is analyzed weekly. PBIS update to staff includes expectations to reteach and review based on the data from discipline and classroom behavior reports.				

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
Initial Assessment:		The staff invites families to attend social events that are planned and facilitated by staff members. We currently have an Open House before school and invite parents and students to meet their teachers and other staff members. We also have a Back to School night in September. At this event, teachers present the classroom behavior expectations and schedules to parents. Twice a month, classes showcase their learning at our Grizzly Gathering assemblies. Parents attend to celebrate learning, student awards, and other special events. Parents are also invited to attend other grade level performances where students showcase their learning. These performances include plays and musical performances. PTO hosts monthly meetings where parents are invited to hear updates about current events at Apple Glen. They also plan family events and encourage family members to attend to build relationships with staff and other families. Our parent involvement plan is shared with each family and reviewed at parent-teacher conferences in October. Teachers also meet with each parent in the spring to provide academic and behavioral progress updates. The Apple Glen website, Facebook page, monthly school newsletters, and weekly class newsletters are used to communicate information about events and initiatives. Flyers and notes are also sent home in students' Tuesday folders.	Limited Development 09/05/2017		
How it will look when fully met:		Staff will consistently share information about curricular expectations and student progress toward mastering essential skills. We will also provide suggestions for activities that may be completed at home to further support student learning. Staff will share examples of model lessons, current strategies, and vocabulary with families. 3-5% increase in "strongly agree" and/or "agree" parental involvement survey responses.		Kendra Schacht	12/18/2020
Actions			6 of 8 (75%)		
	12/5/17	Class newsletters will include a summary of current focus skills for each week/month.	Complete 05/25/2018	Kendra Schacht	05/25/2018
<i>Notes:</i>					

12/5/17	Staff will plan family nights with a focus on building relationships. The family night committee will plan station activities to highlight skills and resources that students are learning.	Complete 05/25/2018	Gretchen Lobik	05/25/2018
<i>Notes:</i>				
12/5/17	Parent advisory committee will meet with Mrs. Wood to discuss building initiatives.	Complete 05/08/2018	Tracey Wood	05/25/2018
<i>Notes:</i>				
12/5/17	Add parent involvement plan to school website.	Complete 09/28/2018	Courtne Mowery	12/15/2018
<i>Notes:</i>				
12/5/17	Teachers will send home mid-quarter progress updates to explain how students are progressing toward quarterly essential skills.	Complete 05/18/2018	Tracey Wood	05/04/2019
<i>Notes:</i>				
12/5/17	Staff will host a curriculum night to inform parents of the academic expectations at each grade. Teachers will discuss schedules, academic routines, behavior expectations, and essential skills for each subject. Teachers also demonstrate model lessons and provide updates on current strategies and vocabulary. Multiple sessions will be provided to allow parents to attend several grade levels presentations.	Complete 08/31/2017	Tracey Wood	09/07/2019
<i>Notes:</i>				
12/5/17	Monthly school newsletter will include a calendar of assessments to be administered for each grade level.		Kendra Schacht	05/25/2020
<i>Notes:</i>				
9/25/19	Staff will accurately record daily attendance. Student attendance is monitored to identify students who are at-risk based on multiple absences. Administrators and attendance clerk send letters to parents after four, and eight absences. Administrators and counselors collaborate to provide support to parents of students who are at-risk based on frequent absences. Attendance policy also supports attendance by requiring that students are present a minimum number of hours to receive credit for a half or full day of attendance.		Courtne Mowery	05/25/2021
<i>Notes:</i>				

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
	Initial Assessment:	<p>Classes are taught by highly qualified teachers properly trained in the content and strategies to teach students. The school provides all students with the same opportunities of learning in the classroom. Grade level teams work with coaches and administrators to study and determine the intended rigor of standards.</p> <p>PLCs work together to analyze common formative assessments. Teachers group students who are not showing proficiency toward essential skills for additional instruction.</p> <p>At the kindergarten and first grade level, all students receive a "search" lesson where a teacher certified to teach gifted and talented education introduces all students to an authentic and challenging learning opportunity. In order to identify students who may qualify for the district gifted and talented program, a screening assessment is administered to all second grade students. Individual student results from standardized assessments, state tests, classroom assessments, teacher recommendations, and parent recommendations are analyzed to determine which students are ready for more rigorous learning opportunities. A committee consisting of administrators, teachers, and counselors representing every elementary building in the district place students into the TREC program using a set criteria. Students selected are given the opportunity to participate in gifted and talented classes at our TREC center.</p> <p>If a student does not qualify for additional testing based on the second grade screening, parents or teachers may recommend that student for additional testing in third or fourth grades. Once the recommendation is made, the student is assessed and the data is brought to the placement committee for review. If the student meets the criteria, they are placed into the TREC program at that time.</p>	Limited Development 12/05/2017		
	How it will look when fully met:	<p>Teams work together to plan standards aligned units and provide rigorous instruction which prepare students for the next grade level and stretch their thinking. We will increase the amount of time students are given to purposefully research, question, and discover through implementation of rigorous, standards aligned units. Students who demonstrate competency on rigorous grade level standards will immediately begin working on more advanced skills and knowledge.</p> <p>Evidence collected may include minutes from PLC meetings, unit and daily lesson plans, student work samples, and student scores on district and state assessments.</p>		Jillian Myers	05/25/2021
			2 of 6 (33%)		
	12/5/17	Third and fourth grade PLCs review criteria for placement in district gifted and talented program. Review data and observations to identify students to recommend. Focus on TAG groups.	Complete 12/07/2018	Kendra Schacht	12/14/2018

<i>Notes:</i>				
12/2/18	Data Disaggregation and Smart Goal developed by teams based on essential skills and trends in MAP data Data Tracking of Quarterly Smart Goal graphed in PLC Room	Complete 03/07/2019	Kendra Schacht	03/15/2019
<i>Notes:</i>				
12/5/17	Students who demonstrate competency on rigorous grade level standards will quickly begin working on more advanced skills and knowledge.		Kendra Schacht	05/21/2020
<i>Notes:</i>				
12/5/17	Teams work with academic coaches, vertical teams, and administrators to deepen our understanding of grade level standards.		Michelle Young	05/21/2020
<i>Notes:</i> Weekly PLC meetings, team planning meetings				
12/2/18	Coaching and planning support to focus on Essential Standards and learning targets Implementation of district created resources and assessments		Michelle Young	05/24/2020
<i>Notes:</i>				
12/5/17	Teams determine criteria for mastery and develop formative assessments to monitor student learning.		Team Leads	12/14/2021
<i>Notes:</i>				