

## Comprehensive Progress Report

**Mission:** Mission: Elm Tree Elementary empowers excellence through authentic, positive relationships that build collective accountability to ensure high levels of learning for ALL. Vision: Elm Tree Elementary Staff is a collaborative community empowering excellence.

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**Goals:**

Decrease the achievement gap in math and literacy between TAGG and non-TAGG groups. TAGG group assessment results (MAP/Aspire) will be equal to those of non-TAGG groups, indicating we've closed the gap between both groups, with both groups scoring at, at least, 80% proficient on test results. This is important because if all students can learn (growth mindset), then all students should be performing at similar levels. We'll achieve this goal through the use of best practices in the classroom (small group, differentiated instruction), Rumble Roar (intervention/enrichment block). We'll know we've achieved the goal when all students are 80% proficient on MAP/Aspire assessments taken this spring, 2020.

90% of families will be represented at three different events offered by Elm Tree that are geared towards parental involvement. This is important because research shows a link between parental involvement and success of students in the classroom. We'll achieve this goal by advertising engaging, beneficial events throughout the year (parent nights, daddy/daughter dance, Woody's Wildcat Roundup, Around The World, etc.) and encouraging participation in those events. We'll know this goal is achieved through the use of sign-in sheets and surveys soliciting feedback from the events. We'll want to see the 90% attendance by the conclusion of the events being offered through the end of the 2019 school year.

All students will receive opportunities for enrichment in a rigorous curriculum with differentiated instruction that challenges learners beyond their grade-level expectations. This goal is important for documenting that every student receives challenging curriculum that pushes them beyond their current performance expectations. This will be done through differentiated assignments and instruction within the classroom, through TREC, project based learning, enrichment opportunities during intervention blocks (Rumble Roar), Dreambox intervention tools, and other computer-based and small group instructional opportunities designed to challenge the learner. Achievement of this goal will be documented on a student-by-student basis at regular PLCs where each student will be discussed in regards to their enrichment opportunities.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE03	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(55)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To address TESS domain 3b, teachers have been provided with training through Rise and through PLCs and staff development on strategies to improve student questioning to raise the quality of questioning consistent with Depth of Knowledge research to improve student learning. The book "Intentional Talk" will be shared with all staff and we'll engage in a staff-wide book study that will help teachers understand best practices for questioning students to elicit deeper understanding. Teachers have been given research-based, sample questions based on various standards that will prompt deeper responses from student and a greater understanding of the curriculum being taught. A Google Form for classroom walk throughs will allow administrators to assess and provide feedback to teachers based on the student questioning observed in the classroom. Teachers throughout the building will also be creating Professional Growth Plans which include student questioning as a goal.	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>		Teachers will draw on various training and skill sets to engage all students in high-level questioning addressing all standards throughout the school year. Students assessments will show greater depth in their responses best on high level questioning skills by staff.		Amy Simpson	06/01/2020
<i>Actions</i>					
Notes:					

		IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	To be determined by LTM	Limited Development 11/02/2017				
<i>How it will look when fully met:</i>	To be determined by LTM	<b>Objective Met 11/30/17</b>	<b>Matt Allen</b>	<b>11/27/2017</b>		
<b>Actions</b>						
11/2/17	Email Wise Ways indicator to Leadership Team. Begin gathering input for a staff survey.	Complete 11/03/2017	Matt Allen	11/03/2017		
<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>		Students identified as struggling in math or literacy will be targeted to receive extended learning time through our intervention block, "Rumble Roar". At this designated time on the schedule each day, students will rotate throughout various interventions from different grade level teachers and instructional assistants to provide targeted interventions based on what the data shows the child needs. All teachers have been, or are currently being trained in Rise for reading and Extending Children's Mathematics/Cognitively Guided Instruction for math. Students not progressing adequately through tier II interventions will be provided tier III interventions in order to ensure learning and growth is taking place. Once teachers have completed their Rise training, they'll be assessed by an administrator for proficiency in instruction and proficiency will be documented with the State.	Limited Development 12/10/2015		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, then teachers will have a shared schema of professional development that spans best practices in assessment, targeted remediation, and instruction. There will be ongoing professional development in place that addresses specific growth areas as identified by data analysis and teacher reflection (both individual and as PLCs). The Leadership Team and the Intervention PLC will communicate at the end of each intervention cycle to review current student and teacher needs.</p> <p>The Leadership Team will continue to meet bi-monthly and the Intervention PLC will meet at the end of each intervention cycle to monitor the current school day schedule as well as inform any changes that need to be made. This discussion will also address individual student needs as well as cohort trends as identified by ongoing formative and diagnostic assessments.</p>		Jeff Antuna	05/01/2020
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/2/19	Assess all teachers for Rise instruction proficiency		Jeff Antuna	06/01/2020
	<i>Notes:</i>				

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>		The school produces a school wide newsletter that is distributed by hard copy and sent home in Tuesday Folders. This newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization. In addition, each classroom teacher sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects). Tuesday Folders that are sent home include student work samples, assessments, and other information pertinent to student progress throughout the week. Twice a year, we hold parent teacher conferences. 100% attendance is required by parents. In the event that a parent can't attend, a home visit will be scheduled and an administrator will attend with the teacher. At this conference teacher will document progress through report cards, MAP scores, common assessments (district created assessments, QPA, Past, Dibels, and other data taken to indicate progress).	Limited Development 12/01/2017		
<i>How it will look when fully met:</i>		All parents will have opportunity for two-way communication with Elm Tree staff regarding curriculum and progress of their students.		Jeff Antuna	06/01/2020
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/2/19	Regular communication with parents to include standards and curriculum worked on throughout the following week. This will allow parents to support class work from home and to be aware of learning taking place in the classroom.		Jeff Antuna	01/01/2020
<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
<i>Initial Assessment:</i>		<p>The school provides all students with the same opportunities of learning in the classroom. The teachers provide rigorous instruction aligned with the state standards which prepares them for the next grade level and stretches their thinking. In 2nd grade, all students are given an opportunity to participate in the district gifted and talented program, "TREC".</p> <p>A variety of assessments are given and the data is then used to decide which students need some extra, more rigorous learning opportunities. Included in these assessments are standardized assessments such as MAP, state tests, classroom assessments, teacher recommendations, and parent recommendations. 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 receive gifted and talented classes at our TREC center. They are bused to the facility once a week.</p> <p>3rd and 4th grade students are given the opportunity to participate in the TREC program after the initial mass testing in second grade through teacher recommendation and parent recommendation. 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		
<i>How it will look when fully met:</i>		Students across all TAGG groups and demographics will show adequate growth due to customized interventions for all students.		Jeff Antuna	06/01/2019
<i>Actions</i>					
<i>Notes:</i>					