

## Comprehensive Progress Report

**Mission:**

Mission: The staff at Long Hill Elementary School is committed to creating a safe, motivating, and caring learning environment for students. We believe it is our responsibility to treat each child as we would like our own to be treated. Our learning community is designed to foster life long personal growth, academic achievement, responsibility and self-reflection. The involvement of parents and community as part of our team will ensure positive learning experiences for our students as life-long learners. We accept this responsibility to prepare and motivate our students to be contributing members of our society.

Pledge: I pledge to do my best to learn all I can, whatever it takes.

Motto: "Learning for all...whatever it takes!"

Theme: "Excellence in all that we do!"

**Vision:**

Long Hill Elementary Vision: The vision of Long Hill Elementary School is to provide students with a family-like environment in which to learn and grow, providing our children with an educational experience that will prepare them to be competent, competitive, and prepared for success in 21st Century college and career environments.

**Goals:**

By June 2023, every student will meet or exceed his/her expected individual growth annually.

All students will demonstrate behavior that positively impact social-emotional development and academic learning.

Each student will understand and track the progression toward his/her goals.



! = Past Due Objectives

KEY = Key Indicator

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>		Long Hill reviews summative data through EVAAS and identifies subgroups that did not meet expected growth. We provide tiered instruction based on individual student needs.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		Long Hill will decrease learning gaps in identified subgroups.		<b>Shaniqua Hightower</b>	<b>05/19/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/11/22		Identify subgroups with learning gaps and monitor performance data and subgroup student progress.		Monica Carter	05/19/2023
<i>Notes:</i>		10/11/22 - EC and AIG teachers will create a spreadsheet to track subgroup performance data for their respective subgroup.			
10/11/22		Teachers will meet with an instructional coach monthly to analyze individual student data in order to create differentiated learning paths and support for students.		Alison Frazee	05/19/2023
<i>Notes:</i>		10/11/22 - All teachers have booked a time with their assigned coach for a one-on-one data meeting. Coach created an MTSS roster that includes all students in the school sorted by teacher. This roster aids in data chats allowing us to document concerns, notices, intervention needs, possible referrals, etc. Deadlines and/or pacing guidelines are created for actions that need to be taken.			
<i>Notes:</i>		9/13/22 - Frazee will meet with 2nd & 5th grade teachers. Peterson will meet with 3rd & 4th grade teachers.			
<i>Notes:</i>		August 2023 - All teachers will be assigned to one of the two coaches and will meet with them monthly to discuss data and student performance.			
10/11/22		Create plans for tiered instruction to be used during Safety Net and small groups based on data that ensures all levels of learners are supported.		Alison Frazee	05/19/2023
<i>Notes:</i>		10/11/22 - Tutors began working Sept 19 with Safety Net and small groups. On October 3rd, tutors began decoding and fluency groups for all students indicating this need. The need was primarily determined from mClass BOY data.			

All teachers have created differentiated small groups based on needs using Mastery Connect, BOG, K-2 Math Tasks & mClass.

9/13/22 - Teachers are collecting initial data (BOY and pretests) and are beginning to create small groups. Tutors will be trained Sept 19th and Safety Net will begin Sept 20th. Safety Net will be 30 mins daily where every class has a teacher and tutor to work with small groups each day. These groups will focus on filling academic gaps in learning.

\*\*\*\*\*

4/12/22 - Since Benchmark 3-5 has used the data to create a list of bubble kids and made plans to target their needs/weaknesses. We have also made additional targeted small groups and standard based plans to address group and individual needs.

2/8/22 - Teachers and coaches consistently analyze intervention data and are adjusting plans for tutors to accommodate the growth of the students. Many students are showing growth and graduating from decoding to fluency or fluency to comprehension. Students not showing growth are either in the SST process or have been identified as EC.

12/7/21 - Each teacher has reading and math interventions in place for a group of students. By December 3rd, the data of each individual student was analyzed by coach, psychologist and/or teacher. Progress or lack of progress was determined and next steps were begun/completed. This may have included SST referrals, moving students to new levels of intervention, and or adjusting the intervention for groups of students. Progress is still being tracked and monitored on a regular basis. Data is analyze for individuals on a monthly basis at minimum.

To also hit our high and gifted students, our AIG teacher is meeting with each grade level and supporting standards with activities with her students she pulls and by pushing into classrooms.

10/19-21 - All grades have intervention groups started with decoding and/or fluency. Students are being progress monitored and data is being reviewed weekly. Teachers, tutors, coaches, admin, counselor and psychologist are all reviewing this data and taking action when warranted.

2nd grade tutors are providing support for each student for each math task they have not mastered. They will be remediated and reassessed to work to reaching mastery.

Safety Net has a focus of math in each grade level and is being used to

close academic gaps. All grade levels are having to devote some of this time with math fluency and computation since a larger number of students are showing a need for this support.

9/14/21

2nd grade reading intervention groups have been created based on mClass data.

3rd grade is still assessing.

Each grade level is planning and discussing during PLC how to fill gaps in student learning.

20-21:

Teachers are creating small group lessons to reach all levels of learners.

EC and AIG teachers are being utilized for planning and co-teaching.

Teachers create targeted plans/activities for teachers and tutors to utilize during small groups.

Coaches & teachers provide targeted plans/activities for reading and math intervention groups. Each group focuses on one of the following: reading comprehension, reading fluency, decoding, math word problems, or math computation.

February 8th was the start of a morning school-wide ELA Safety Net program to target vocabulary and spelling/phonics. Analysis of data collected showed a need for targeting these skills with the majority of our students.

5/11/21 Remediation lessons planned for students not proficient on EOGs.

WILL CONTINUE 21-22

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student progress is monitored as a class, grade level and individuals. EC and AIG subgroups students were not tracked as closely.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		Spreadsheets will be created to track the progress of our EC students and AIG students. The spreadsheet will detail pre and post tests as well as benchmark scores. Collaborative meetings will be held quarterly to monitor this progress, plan for each subgroup and evaluate the effectiveness of our strategies.		Monica Carter	05/19/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/26/22		Spreadsheets will be created to track the progress of our EC students and AIG students. The spreadsheet will detail pre and post tests as well as benchmark scores.		Monica Carter	05/19/2023
	<i>Notes:</i>				
10/26/22		Collaborative meetings will be held quarterly to monitor this progress, plan for each subgroup and evaluate the effectiveness of our strategies.		Monica Carter	05/19/2023
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Formal and informal observations are conducted and feedback is provided. Teachers receive professional development based on county requirements. Support is given by Instructional Coaches as needed.	Limited Development 07/20/2022		
<i>How it will look when fully met:</i>		Professional development and support will directly align with classroom observations to build specific skills and knowledge of teachers. The administrative team will create and maintain a folder for each teacher that will document observations, feedback, professional development and support provided.		Shaniqua Hightower	05/19/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	7/20/22	Administration team will create a schedule to conduct formal, informal, and walk-through observations for each teacher and certified support staff.		Ashley Peterson	05/19/2023
<i>Notes:</i>		10/11/22 - Formal observations have begun and the first round is nearly completed. Admin is conducting post conferences and the admin team is collecting data on each teacher and meeting to discuss individual teacher needs.  9/13/22 - Peer observations required for licensure have been completed. An iRounds schedule has been created for admin and coaches to observe staff.  August 2023 - First formal observations and peer observations have been scheduled with all teachers and support staff.			
	7/20/22	Administration team will create a folder for each teacher and certified support staff to collect data that includes observation data, feedback. Administration will meet monthly to review this documentation and analyze progress of individual teachers and make plans for next steps as needed.		Alison Frazee	05/19/2023
<i>Notes:</i>		August 2023 - Google folders for all certified staff has been created. These folders will house all observation feedback throughout the year. The feedback will be reviewed each time a certified staff member meets with a member of admin.			

7/20/22	Administration team will discuss progress with individual teachers and certified support staff during post conferences and monthly data meeting with coaches. Professional development and support provided will be provided based on feedback and need.		Beth Burnett	05/19/2023
<p><i>Notes:</i> 10/11/22 - Admin team is providing feedback and conducting post conferences. All teachers are involved in at least three separate one-on-one meetings in the month of October with a member of the admin/coaches team to discuss (1) feedback from observations, (2) report cards and standards based grading, and (3) data.</p>				