

Comprehensive Progress Report

Mission:

Stoney Point Elementary takes PRIDE in providing a safe & rigorous learning environment that fosters collaboration, academic excellence, community leadership and prepares students to be successful in our global world.

Vision:

The Stoney Point community will develop goal oriented, lifelong learners through Perseverance, Respect, Integrity, Discipline, and Excellence!

Goals:

- To increase our overall school performance composite by at least 5 percentage points.

To increase the composite score in 3rd Grade Reading by 10 points.

To increase the Reading composite score in Grades 3 - 5 by at least 5 points.

To decrease the achievement gap in our two lowest performing subgroups (SWD & Black) by at least 5 points.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Current implementation efforts take place mostly during grade level planning sessions where teachers work collaboratively to create unit plans, lesson plans and identify resources to support classroom instruction.	Limited Development 10/13/2022		
How it will look when fully met:		Grade level planning sessions will be collaborative environments where teachers share best practices and leave the session with aligned, rigorous and relevant strategies to meet the needs of all learners. For each content area unit plans or unit maps will be created to provide teachers a detailed overview of their instructional planning for the unit.		Katie Garrison	06/01/2023
Actions			0 of 5 (0%)		
10/13/22		Grade level teams will meet during planning sessions and unpack standards and discuss lessons. They will document all meetings on the digital Grade Level Planning Meeting Minute document.		Michael Tucker	06/01/2023
		<i>Notes:</i> 9-5-22 Each week grade level teams are meeting and sharing their minutes digitally with administration. The meetings are focusing on standards to be addressed by teachers. We are working on focusing more on the content and reducing the time spent on housekeeping / administrative issues.			
10/13/22		Teachers will collaboratively work on crafting aligned lesson and unit plans to reflect the expectations discussed during collaborative planning sessions. Each teacher will maintain a notebook in their classroom or share using a Google Folder which contains lesson plans. The lesson plans should be easily accessible.		Katie Garrison	06/01/2023
		<i>Notes:</i> 9-1-22 Each teacher has a folder or file with lesson plans contained inside. Each teacher has a different location for their lesson plans so it can be a bit confusing for administration. We will explore the possibility of having a uniform place in each classroom.			
10/13/22		Teachers will facilitate quality instruction that is aligned to state standards. This instruction should mirror the discussions from grade level planning and the teacher's lesson plan book. This will be monitored by administration and the instructional coach via walkthroughs and classroom observations.		Heidi Hudson	06/01/2023

<i>Notes:</i>				
10/13/22	Teachers and instructional team will meet at least twice a month to go over mClass, SuccessMaker, Mastery Connect, and teacher made assessments to reflect on data.		Katie Garrison	06/01/2023
<i>Notes:</i>				
10/24/22	Administration and Leadership Team will visit classrooms frequently to monitor the instruction. They will ensure teachers are adhering to lesson plans, utilizing CCS resources and materials, and differentiating instruction for all learners.		Michael Tucker	06/01/2023
<i>Notes:</i>				

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>		Tiers of instruction and student support are varied - instructional practices, fidelity to small-group or differentiated instruction, congruence with planning/instructional alignment, and teacher's experience/background. PEP's and SST are implemented inconsistently affecting students' academic growth.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		Teachers will create rigorous lesson plans that are data driven to meet the differentiated needs of all level of all students (above level/on level/strategic). Evidence may include: small group lesson plans, remedial instruction, Reading 3D data, 3D progress monitoring, district math assessments, RtA docs, SMA/Benchmarks data, and instructional plans based on data, regular review of data and implementation, classroom tests, grade level specific tests. Support will be provided from PEP's and communication with parents, SST meetings and interventions.		Katie Garrison	06/04/2023
Actions			0 of 3 (0%)		
10/13/22	Administration and the Instructional Coach will conduct regular weekly classroom walk-throughs to determine if the classroom instruction mirrors the rigor, differentiation, and data driven support for all levels of students as documented in the teacher lesson plans.			Michael Tucker	06/01/2023

Notes: October 10, 2022. The Instructional Leadership Team will develop a schedule for instructional walkthroughs.

10/13/22 Teacher's will create and document lesson plans that show evidence of differentiated instruction to meet the needs of all levels of learners. This may include small group lesson plans, remediation plans, enrichment / acceleration plans and/or other instructional plans based upon achievement data.

Heidi Hudson

06/01/2023

Notes: October 10, 2022. All teachers have access to a Google Drive folder to store lesson plans. PLC time is being used to review SST data and share resources.

10/13/22 Teachers will utilize MTSS / SST guidelines for documenting support for tier 2 and tier 3 students in ECATS (PEPs).

Heidi Hudson

06/01/2023

Notes: October 10, 2022. School Counselor (Ward) has completed MTSS/SST Training with all staff in September. Teachers are now informed of expectations for this school 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>		<p>Each semester, grade levels meet as a team for a half-day professional development to discuss performance data and set learning goals to increase student achievement.</p> <p>Our Student Services Team is using BIMAS-2 survey data to address SEL with target students and classrooms.</p> <p>Grade levels meet monthly with our Instructional Coaches to review student performance data during PLC's.</p>	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		Grade levels and instructional leadership will review classroom observation and student performance data monthly during PLC meetings to help inform professional development decisions, share common professional concerns, and determine needs for intervention or enrichment. Teachers will be comfortable and transparent in sharing their student assessment data as it helps to inform best instructional practices. Each grade level will have a plan to address the instructional needs of the subgroups (SWD & Black) that are at the most risk of not meeting our proficiency and growth goals.		Amy White	06/01/2023
Actions			0 of 4 (0%)		
	8/24/22	Regular data analysis and review to take place during grade level PLC's. PLCs and the Instructional Leadership Team will identify resources for intervention/enrichment and develop the plan for progress monitoring.		Amy White	06/02/2023
<i>Notes:</i>					

8/24/22	The results of weekly classroom observations and walkthroughs (Irounds) will be used to identify and inform decisions regarding the professional development needed by the staff. General feedback and common observations from walkthroughs will be shared with staff at SIT, faculty or grade level meetings. The instructional leadership team will monitor effectiveness of PD provided by Leadership Team and have refresher training of walkthrough expectations yearly.		Katie Garrison	06/02/2023
<i>Notes:</i>				
8/24/22	PBIS, ABE, Discipline referrals and other sources will be used to track school-wide discipline trends. Discipline summaries will be shared with staff at least once a semester. The PBIS team will monitor and provide support to help reduce disciplinary infractions. There will be frequent mini-workshops provided to staff and students regarding our PBIS expectations.		Heidi Nelson	06/02/2023
<i>Notes:</i>				
8/24/22	Teachers will identify subgroups and students at risk of not meeting proficiency goals. They will implement instructional supports and use data cycles and progress monitoring to determine the effectiveness of these interventions. Data review and planning will take place monthly at PLCs.		Amy White	06/02/2023
<i>Notes:</i>				