

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 2024, 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:			High expectations for all staff and students			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We review summative data through EVAAS and identify subgroups that did not meet expected growth. We provide tiered instruction based on individual student need but will continue to work on meeting exact needs for all. We will continue to work on improving how we adjust instruction as needed based on data.	Limited Development 08/26/2020		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Teachers will have a select set of data and be able to make appropriate curriculum adjustments based on results. Teachers and students will need to become familiar with the CCS Learning Plans to best utilize them. Long Hill will decrease learning gaps in identified subgroups.		Alison Frazee	05/24/2024
Actions				1 of 4 (25%)		
	8/26/20	Teachers will select evaluation methods to monitor student progress. To include SuccessMaker, mClass, SMAs, ELA BOY, teacher observations and work samples.		Complete 05/27/2022	Beth Burnett	05/21/2021

Notes: 2/8/22 - mClass MOY just concluded and teachers, coaches and admin have been digging into the data to assess effectiveness of instruction and interventions. Small groups were edited based on the data and intervention groups have been adjusted. Some students have moved up to a new intervention and some intervention instruction has been modified to better meet the needs of the individuals within the groups.

SuccessMaker began in October.

Istation is occurring monthly in 2nd and 3rd in addition to BOY, MOY and EOY.

All grades are utilizing the optional CCS SMAs. These assessments occur weekly or bi-weekly depending upon pacing for ELA, math & 5th science.

Grades 3-5 have 3 benchmark Transcend assessments BOY, MOY, & EOY.

K-2 Math Tasks are being utilized in 2nd grade almost weekly according to pacing.

Teacher made test and observations are used on a consistent basis for review, check-ins, and assessments. Canvas quizzes and schoolnet are often used for assessments.

PM data for Intervention groups weekly/bi-weekly depending on Tier. IC checks at least weekly and Psychologist checks monthly. We began using EasyCBM fluency and comprehension progress monitoring in September. In January we began using Acadience math to progress monitor our students of concern that are attending math intervention groups for computation. Standard based SchoolNet tests are used for Tier 3 reading and math assessments.

COMPLETED

8/26/20 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.

Beth Burnett

05/24/2024

Notes: 11/8/23 - Each grade level participated in a grade level data day with the coaches. Recent Benchmarks, mClass, and Mastery Connect tracker data was analyzed and teachers made plans for remediation and targeted small group instruction based on the data.

10/10/23 - Virtual tutoring has begun. Students were chosen based on EOG scores. Bubble kids were our focus.
BOY data has been collected, teachers are targeting individual skills and planning targeted groups. Intervention groups have been organized for all grade levels and tutors are conducting regular intervention groups.

9/12/23 - BOY data is being collected at this time

8/23/23 - EC teachers met with teachers of students of IEPs to review accommodations. AIG teacher met with teachers of identified students.
Teachers are setting up their trackers in Mastery Connect to prepare for assessments.
Teachers have been gathering data from last year to include EOG scores, SuccessMaker, and mClass to begin grouping students based on academics.

3/14/23 - After school tutoring began in Feb. Students were invited based on benchmark data and teacher input. 3rd, 4th and 5th grade students are participating 1-3 days a week. Student progress is continuing to be tracked.

2/14/23 - Data day was held February 7th & 8th. Each grade level identified standards to target for Safety Net and small and worked on a schedule to reassess those targeted standards. All intervention groups were reevaluated. Progress of individual students was analyzed and changes to intervention made as applicable.

1/17/23 - Teachers should be using benchmark data for targeted small group instruction for the next month.

12/6/22 - Used time on data day with each grade level to adapt small group plans based on data.

11/8/22 - Grade levels are using benchmark data to target standards of concern and implement targeted small group instruction.

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

7/20/22

Teachers will meet with an instructional coach monthly to analyze individual student data in order to create differentiated learning paths and support for students.

Beth Burnett

05/24/2024

Notes: 11/8/23 - Most teachers met with coaches and had their one-on-one meeting. Teachers are finding these meetings beneficial as they discuss data and focus on individualized needs and instruction to meet those needs.

10/10/23 - Coaches are meeting with each teacher one-on-one to create PEPs as needed and to discuss data and the individual needs of students

8/23/23 - Coaches will schedule to meet with each teacher monthly to discuss data

1/17/23 - With the loss of one coach, other persons will need to take over meeting with 3rd & 4th grade teachers. One teacher and admin will assist with meeting with teachers monthly.

12/6/22 - Regular education teachers have been attending one-on-one meetings with a coach to discuss data and individual student progress. In January we will make a new plan since we are losing one of our coaches.

11/8 22 - Coaches met one-on-one with each teacher to discuss data and individual students. We referred to SST as needed

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.

9/13/22 - Frazee will meet with 2nd & 5th grade teachers. Peterson will meet with 3rd & 4th grade teachers.

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.

11/8/22 Identify subgroups with learning gaps and monitor performance data and subgroup student progress.

Beth Burnett

05/24/2024

Notes: 12/5/23 - EC teachers are tracking progress of their students. Upon review of progress it was noticed that some students needed additional services so the EC teachers scheduled IEP meetings to increase services.

11/8/23 - AIG and EC are still working with teachers to complete the spreadsheet of data to track progress.

10/10/23 - gaps are closing in some cases. Male and female gap is closing. EC is still a large gap.
AIG pushes into the classrooms in addition to pull out groups.

9/12/23 - Last year's EC data shows growth. EC and AIG will continue with a data spreadsheet to work on collecting

2/14/23 - Tutoring began 2/13/23 with select students with gaps in learning in order to improve proficiency

1/17/23 - Admin met with AIG students prior to benchmark testing to encourage growth

12/6/22 - Spreadsheets are being updated by AIG and EC teachers with assistance from regular education teachers. Admin will meet with EC and AIG teachers again in January.

11/8/22 - Spreadsheets were created and shared with all parties. Data has been entered to include BOY data, benchmarks and pre & post county unit tests.

The data has been analyzed and marked for proficiency and growth.

10/11/22 - EC and AIG teachers will create a spreadsheet to track subgroup performance data for their respective subgroup.

Implementation:		10/11/2022		
Evidence	10/11/2022 MTSS Roster All assessment data tracked small group plans intervention spreadsheet with attendance and data intervention resources provided			
Experience	10/11/2022 - All teachers and tutors and some support staff are conducting targeted small groups based on learning needs. All students are tracked on a school roster spreadsheet.			

Sustainability			10/11/2022 We will continue all actions under goal A4.01			
Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Classroom teachers are required to create a calming corner in each classroom. All classrooms teach the student code of conduct at the start of school and review it after winter break. Students are able to request to speak with a school counselor. Students needing a behavior goal on an IEP are identified and receive services. Teachers complete behavior referrals and admin keeps a spreadsheet of student behavior referrals. Some teachers teach students about social emotional awareness and management.	Limited Development 06/05/2023		
How it will look when fully met:			Students will feel safe at school and they will be equipped to regulate their emotions. There will be a reduction in behavior referrals and there will be fewer suspensions and ISS.		Margaret Wheeler	05/24/2024
Actions				0 of 5 (0%)		
	9/8/23	To ensure a smooth transition to prevent and reduce student anxiety we will hold vertical transition meetings for each grade level.			Margaret Wheeler	05/24/2023
Notes:						
	9/8/23	To ensure teachers are equipped to support students' vertical transitions we will hold staff vertical team meetings and schedule peer observations.			Margaret Wheeler	05/24/2023

Notes: 12/5/23 - Some 5th grade teachers have paired with 2nd and 3rd grade teachers to do combined science experiments.

One of our 5th grade teachers and our EC teacher are planning a trip to the middle school to learn more about how to prepare our 5th graders for the transition.

11/8/23 - suggested for teachers to bring examples of workmats to share at next vertical team meeting

10/10/23 - ELA discussed having similar expectations for workmats
Math discussed building facts and basic computation
Peer observations have begun for specific teachers. All teachers will have the opportunity to participate in a peer observation.

9/12/23 - Vertical team meetings are scheduled for the year. We will have one per quarter.

6/5/23 Every classroom will conduct morning meetings daily.

Sara Coursey

10/31/2023

Notes: 10/10/23 - Counselor has created the first nine weeks of morning meetings. She will then share

9/12/23 - School counselor is continuing to provide slides to support teachers and their daily meetings. Suggested to add a timer or limit the number of students who share to keep on time. In many classrooms, students seem to enjoy the morning meetings and are eager to share.

8/23/23 - School Counselor made the first 3 weeks of morning meetings slides for classrooms.

She also shared several resources for morning meetings. The morning meeting team delivered PD to the staff on conducting daily morning meetings in their classrooms.

Morning meetings will be 10 mins max. It is advised that teachers set a timer. Morning meetings will be conducted in the first hour of school.

6/5/23 School counselor will conduct a student survey quarterly to gauge the well-being of individual students who receive permission from parents.

Margaret Wheeler

05/24/2024

Notes: 10/10/23 - permission will be requested at the end of the quarter and then the survey will be given to students with parent permission

9/12/23 - School Counselor will gain permission from parents so students may participate in our quarterly survey.

8/23/23 - School Counselor is prepping the student survey's to use quarterly. Counselor is creating a plan so the survey can be completed during the guidance resource and not interrupting instruction.

6/5/23 School support staff (counselor, social worker, psychologist, etc.) will meet with students in small groups. The small groups will be social emotional skill groups based on student needs and teacher referrals.

Margaret Wheeler

05/24/2024

Notes: 10/10/23 - Behavior specialist and counselor have created groups based on need, sent home permission slips, and will begin groups based self control

9/12/23 - School counselor will send a needs assessment to teachers to help determine small group needs. Counselor will look into sending something to parents so that parents can share needs of their child.

8/23/23 - School Counselor has already reached out to teachers/staff for input to what counseling small groups may be needed. Based on data collected and student needs, the counselor and behavior specialist will create small groups targeting social emotional support.

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.13	The school ensures that all parents understand motivational competency (a growth mindset, the value of mastery, and connecting learning tasks with students' personal aspirations) and how they can enhance motivational competency at home.(6795)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our staff discusses the value of mastery with school families with a video sent via Dojo, at Curriculum Night, and during parent-teacher conferences.	Limited Development 08/07/2023		
How it will look when fully met:			School families will understand motivational competency and our students will have a growth mindset and know the value of mastery.		Laura Myers	05/24/2024
Actions				0 of 4 (0%)		
	8/7/23	During Curriculum Night additional information regarding motivational competencies and growth mindset will be shared with families.			Leadership Team	09/30/2023
Notes:			10/10/23 - a growth mindset presentation was included in the Curriculum Night presentation. Major Clarity will be used with 5th graders 9/12/23 - AIG and admin have information ready to share with parents during Curriculum Night. Additional and follow-up information will be shared with parents following Curriculum Night. 8/23/23 - admin will share resources with the staff to add to Curriculum Night presentations.			
	8/7/23	To gain insight on student interests, we will conduct a student interest survey for those students given permission from parents to participate. This information will be used to plan yearly events.			Leadership Team	10/31/2023
Notes:			11/8/23 - 5th grade was sent a survey to indicate career interests. 10/10/23 - AIG teacher had students choose and research a career. (share survey interests with parents during parent-teacher conferences) (Virtual field trips based on career interests)			
	8/7/23	Based on the student interest survey, we will conduct a career night for students and their families.			Leadership Team	04/30/2024

Notes: 12/5/23 - The Committed Community Corelate will begin planning Career Night for the Spring.

8/23/23 - November is National Career Development month. The school counselor will use this time to plan lessons that focus on careers and allow her to gather information from students to assist us in planning Career Night.

8/7/23 Provide families with community resources that align to students' interests.

05/24/2024

Notes: 10/10/23 - 5th grade parents will be able to access student Major Clarity account.

(learning task resources)