

Comprehensive Progress Report

Mission:

Garrett Elementary School's mission is to build a collaborative culture focused on challenging and engaging work for our students. Our teachers and staff support the academic and personal development of each child in order to prepare them for a successful future in a competitive and changing world.

Vision:

Our vision is to create a safe learning environment where caring adults provide rigorous instruction designed to meet the diverse needs of our learners.

Goals:

By June 2020, Garrett students in grades 3- 5 will increase EOG CCR Reading proficiency from 46.0% to 51.6% in 2020 . By June 2020, Garrett Students in grades K-2 will increase Reading Comprehension proficiency from 64% to 80%.

Grades 3-5 By June 2020, Garrett students will increase EOG CCR Math proficiency from 35.5% to 54.5% . Grades K-2 K- By June 2020, Garrett students will be 80% proficient on All AMC Assessments-Task 1, 2, & 3. 1-By June 2020, Garrett students will be 80% proficient on All AMC Assessments-Task Hiding Assessment and Grouping 10's 2-By June 2020, Garrett students will be 80% proficient on All AMC Assessments-Adding and Subtraction.

By June 2020, Garrett Students will increase overall Sense of Belonging on the Panorama survey 64% to 90% .



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kagan refresher course, coaching sessions (fall and spring), team/table groupings, structure posters in each classroom, Kagan resources (timer tools, selector tools, flip charts, books and binders.	Limited Development 08/13/2019		
<i>How it will look when fully met:</i>		<p>All teachers will have participated in Kagan Refresher and will apply knowledge to classroom instructional practice- Cooperative learning, Self Efficacy, Classroom discussions with accountability.</p> <p>Resources: professional development; Kagan materials (see prior)</p> <p>Evidence: PD sign sheets; Walkthrough data; lesson plans; photo documentation of rooms.</p>		Jennifer Dufort	10/30/2019
Actions			0 of 2 (0%)		
	8/13/19	All staff will attend a Kagan refresher professional development.		Jennifer Dufort	10/30/2019
<i>Notes:</i>					
	8/13/19	ABSS Academic and Behavior Core Walkthrough Tool with the focus on Cooperative Learning, Classroom Discussions with Accountability, and Self-efficacy (during administrative observations throughout the year.) Teachers will build content concepts by incorporating collaborative learning structures into instruction daily (ABSS Academic & Behavior Core Walkthrough Tool).		Brittany Jackson	10/30/2019
<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

<p>Initial Assessment:</p>	<p>MTSS team, access to an approved list of instructional interventions/evidenced-based practices</p> <ul style="list-style-type: none"> *Master schedule that allows all students to engage in all components of the ABSS differentiated core *Built in school-wide intervention time *Progress monitoring tools/state or district mandated schedule *Bank/List of resources that are approved 	<p>Limited Development 08/13/2019</p>		
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<p>How it will look when fully met:</p>	<p>Teachers will have a balanced literacy and/or mathematical standards of practice framework/schedule (following the ABSS differentiated core) in place that is being implemented daily.</p> <p>The elements that will be broken down in the schedule for Literacy include: Interactive Read Aloud, Close/Shared Reading, Independent Sustained Reading, Guiding Reading/Small Flexible Groups, and Foundations Word Study.</p> <p>The elements that will be broken down in the schedule for Math include: Building Fluency and Developing Number Sense, Building Grade Level Concepts, Guided Math, Workstations, Wrap Up, and Student Reflection.</p> <p>During the small group guided instruction time the students are receiving explicit targeted instruction at their instructional level.</p> <p>For reading teachers will use the text to focus on decoding, fluency, and comprehension development. Students not working directly with the teacher will be working independently on specific standards based tasks that involved reading, writing, and/or personalized learning (online).</p> <p>For math teachers will provide scaffolded instruction on grade-level standards based on data and identified needs. Students not working directly with the teacher will independently practice applying math skills and concepts to achieve standards mastery and/or personalized learning (online).</p>		Jennifer Keefe	10/30/2019
Actions		0 of 3 (0%)		
8/13/19	Teachers will provide a guided reading and/or math instruction schedule for small groups in the Google Drive.		Kristi Allred	10/30/2019
<i>Notes:</i>				
8/13/19	Teachers will provide a detailed schedule outlining the specific elements from the ABSS differentiate core for literacy and math.		Jennifer Keefe	10/30/2019

<i>Notes:</i>						
8/13/19	Literacy coach will provide a professional development series from The Next Steps Forward in Guided Reading. Literacy coach will begin peer coaching cycles after the first professional development session.			Jennifer Keefe	10/30/2019	
<i>Notes:</i>						
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
<i>Initial Assessment:</i>		School-wide implementation of Second Step; Explicit PBIS instruction; 3-5 monthly guidance; 1-on-1 emotional conferences; family meetings; class discussions regarding interpersonal communications; peer mediation; peer shout-outs/encouragement; Kagan structures for team-building; individual and small group counseling; Dojo positive reinforcement points.		Limited Development 08/13/2019		
<i>How it will look when fully met:</i>		While we have spent a great deal of time focusing on individual and peer-to-peer interactions (driven by inherently-sound Kagan structures), we need to spend time focusing on the class/team building component to create a climate with specific structures in place so that all students can learn in a nurturing environment.			Randy Sodano	10/30/2019
Actions				0 of 3 (0%)		
8/13/19	Implement school-wide Mindful Meetings/Class Meetings to establish a nurturing classroom environment.				Ambraya Timmons	10/30/2019
<i>Notes:</i>						
8/13/19	Implement first 2-week intentional instructional delivery of the PBIS Matrix and school expectations. We will intentionally conduct a quarterly review of Gators ROCK matrix.				Randy Sodano	10/30/2019
<i>Notes:</i>						

8/13/19 Referral to SST members for social/emotional skills, resources, and/or support.

Ambraya Timmons

10/30/2019

Notes: