

Comprehensive Progress Report

Mission:

Pickett Elementary School will prepare our students for the future by instilling character, values, ensuring success in every aspect of learning, and creating the desire to be lifelong learners. We will accomplish this through team effort, best teaching practices, current research, dedication, and the desire for success for each student.

We are committed to continuing to allow our students a space of discovery and exploration in and out of the classroom while showing them their potential. (Pickett Up)

Vision:

Pickett Elementary School will create an inviting, respectful, and safe environment where diversity is valued and our students are inspired to become critical thinkers and problem solvers while gaining confidence as lifelong learners. We believe each of our students will contribute positively to our school community and leave us with a firm foundation on which to continue to build toward becoming a globally competitive member of society. Pickett Elementary students will be both emotionally and cognitively successful in an environment based on respect for themselves and others.

Goals:

Every student at Pickett Elementary School will grow in the area of reading and math for the 2021 - 2022 School Year

Our school goal is to focus on collaboration, data and the social emotional needs of our students so 60% of them will meet their target growth goal by June 2023.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | This is an area that we feel is very important to our school. All classrooms spend the first few days of school working on this to make smooth transitions and assist in higher engagement for our students. It is imperative that as a school we are ensuring that all students have an atmosphere that allows for discovery and learning. The only way to do this is for the classroom environment to be structured and rules and procedures to be clear, concise and consistently enforced. | Limited Development 10/05/2019 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| <i>How it will look when fully met:</i> | | <ul style="list-style-type: none"> -Classroom rules are posted in every classroom. <li style="padding-left: 20px;">100% of the classrooms will have them posted by the end of the 1st quarter (October 6th). -Teachers will have discussed and reinforced rules. -Ensure that the lessons that are created are lesson that allow students to be actively engaged. -Learning Targets are posted and updated as often as we are changing standards and concepts. | | Jihan Harvey | 05/27/2023 |
| <i>Actions</i> | | | 1 of 2 (50%) | | |
| | 9/21/21 | Weekly walk throughs will take place to ensure that PES classroom engagement and management is taking place with fidelity. | Complete 05/31/2022 | Jihan Harvey | 05/27/2022 |
| | <i>Notes:</i> Administration will provide weekly feedback from walk throughs. | | | | |
| | 9/28/22 | Weekly walk throughs will take place to ensure that PES classroom engagement and management is taking place with fidelity. | | Jihan Harvey | 05/27/2023 |
| | <i>Notes:</i> | | | | |
| <i>Implementation:</i> | | | 03/10/2020 | | |

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| <i>Evidence</i> | 3/10/2020 | | | |
| <i>Experience</i> | 3/10/2020 | | | |
| <i>Sustainability</i> | 3/10/2020 | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | Curriculum and instructional alignment | | | |
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| A2.01 | | Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | Teams meet weekly to plan. This is critical to the success of our students and school. Each grade level and support team will turn in their grade level and PLC/PLT schedule to administration by the end of the 2nd week of school. Each grade level will upload their meeting agendas and minutes weekly. School administrators will commit to being present at 2 out of 3 weekly meetings. | Limited Development 11/01/2020 | | |
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| <i>How it will look when fully met:</i> | <p>Comprehensive creation and Implementation of grade level lesson plans</p> <p>Common Assessments (Formative and Summative)</p> <p>Walk through Data</p> <p>Grade Level Recovery plans for students who have experienced loss of learning.</p> <p>Increase in student academic growth in the areas of math and reading</p> <p>Increase in student academic proficiency in the areas of math and reading</p> <p>Increase in teacher EVASS Data</p> | | Jihan Harvey | 05/27/2023 |
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| Actions | | 0 of 3 (0%) | | |
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| 11/1/20 | Completed Lesson plans - Grade Levels | | Jihan Harvey | 05/27/2023 |
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Notes: Notes should be kept in Google Drive by Grade Level

11/1/20 Administrator meets with Grade Levels for planning.

Jihan Harvey

05/27/2023

Notes: Notes are kept in Google Docs by Grade Level

9/28/22 Administrator meets with Grade Levels for planning.

Jihan Harvey

05/27/2023

Notes:

Core Function:

Dimension A - Instructional Excellence and Alignment

| Effective Practice: | | Data analysis and instructional planning | | | |
|---|---------|---|-----------------------------------|---------------------|-------------|
| | A3.10 | All teachers use assessment data and match instruction and supports to individual student needs. (6827) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Our instructional teams and our Leadership Team and grade level teams will review our available data to ascertain the progress of our students on daily assessments, CFA's, end of quarter assessments, I-ready assessments (Math & Reading), mClass progress monitoring and etc.</p> <p>Teachers have begun to utilize the information from the data to plan their next steps for their classes and individual students.</p> <p>-The creation of inclusion classes for ESL and EC classes that allow for different professional conversations and different interventions.</p> | Limited Development 09/28/2022 | | |
| <i>How it will look when fully met:</i> | | <p>Grade level teams will utilize BOG scores, past EOG scores, diagnostics assessments, pre-assessments and post assessments to gather instructional data on their students. Students will be able to receive quick feedback to assist with learning gaps and teachers will be able to address these gaps in small groups, reteaching, corrective instruction, etc. Teachers will research and implement different intervention strategies to aid in their instruction and assistance with learning gaps. Once the initial intervention has been established and data collected to gage its effectiveness the teacher will then work closely with our MTSS committee to implement or restructure the initial interventions implemented.</p> <p>Each instructional support service in the school building will participate in the conversations needed to meet the specialized needs of our students; whether that be students identified as ESL/SWD. Each teacher will be responsible for creating and implementing small groups that have been created from data that they analyze weekly to ensure that each student is receiving customized instruction and interventions.</p> | | Demetrius Robertson | 05/26/2023 |
| Actions | | | 0 of 2 (0%) | | |
| | 9/28/22 | Our MTSS coach will work diligently to ensure that students that need Tier 2 support are matched with the proper interventionist as well as ensuring that they have the proper instructional materials. Our 4th grade reading retained (RTA) students will work with our MTL and MTSS coach on Phonics for Reading materials. | | Franceska McElveen | 05/26/2023 |

Notes:

9/28/22 Our ESL and EC departments will work closely to ensure that students goals are created in such a way that the teacher is providing adequate instruction and interventions that meets their needs.

Each department will be responsible for creating inclusion classes that enable them to push into different classrooms and provide real time instructional assistance.

Jihan Harvey

05/26/2023

Notes:

| 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> | | <p>Instruction: The System has a System Pacing Guide that is Followed for each Grade Level. Each lesson and Activity builds on each lesson.</p> <p>With the recent adaption of the MTSS process PES has taken and will continue to take steps to provide professional development for all of its teachers and support staff in the area of MTSS and its processes. We have created a team as well as working closely with our districts special populations director on ensuring that we are properly servicing our students.</p> | No Development 11/01/2020 | | |
| <i>How it will look when fully met:</i> | | <p>In google docs, lesson plans are posted per grade level. Plans will be uploaded weekly.</p> <p>100% of teachers will be trained by the I3 team to implement personalized learning to meet the needs of individual students.</p> <p>This will be completed by March.</p> <p>MTSS will help provide research based data driven interventions to meet students where they are.</p> <p>Teachers will implement classroom modifications and accommodations based upon IEP, LEP, PEP and 504 plans.</p> <p>The use of I-Ready reading and math will help to create a customized intervention plan for student.</p> | | Andre Mumford | 05/27/2023 |
| Actions | | | 0 of 3 (0%) | | |
| | 11/1/20 | Plans are place in Google Docs by Grade Level | | Andre Mumford | 05/27/2023 |
| | <i>Notes:</i> | Grade Level plans can be found in the Grade Level Folders. Other resources can be found in the Elementary Resources and Pacing Guide. | | | |
| | 9/21/21 | Staff will be trained on the MTSS process | | Andre Mumford | 05/27/2023 |
| | <i>Notes:</i> | | | | |

9/28/22

Staff will be trained on the MTSS process. While the current MTSS coach works with the district MTSS coordinator to create and streamline a process for all schools.

Franceska McElveen

05/27/2023

Notes:

| | A4.02 | Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118) | Implementation Status | Assigned To | Target Date |
|---|--|--|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> | <p>Our Students with Disabilities and ESL population are our targeted group for the year. General education teachers are working with EC and ESL teachers to review data with our grade level instructional teams during PLC meetings.</p> <p>We have also looked at the EC programs that our Students with Disabilities are working with to determine if we need to make additional adjustments.</p> <p>We have also looked at the ESL programs that our Limited English Proficiency are working with to determine if we need to make additional adjustments.</p> | Limited Development 09/28/2022 | | | |
| <i>How it will look when fully met:</i> | <p>Grade level teams, EC teachers and ESL teachers will work collaboratively to ensure that student progress is being made and monitored along the way. We will work in tandem with our EC & ESL District leads and stay abreast of what we need to do to ensure better outcomes for our SWD's and ESL</p> <p>Our SIT will discuss our SWD's & ESL and how we can best offer support to increase proficiency .</p> <p>We have 33 EC (DD, ID, LD, MU, OHI & AU) students and 18 Speech Only Students and 77 ESL students.</p> <p>Another implication is the need to target our 2nd grade SWD's as they will be in our testing group next school year.</p> | | Franceska McElveen | 05/26/2023 | |
| <i>Actions</i> | | 0 of 1 (0%) | | | |
| 9/28/22 | Our objective is to implement consistent monitoring of our SWD's & ESL's and how they are doing throughout instructional units. This entails a strong level of collaboration between our EC/ESL teachers/staff and general education instructional staff. | | Andre Mumford | 05/26/2023 | |
| Notes: | | | | | |

| Effective Practice: | | Family Engagement | | | | |
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| | KEY | E1.06 | The school regularly communicates with parents/guardians 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).(5182) | Implementation Status | Assigned To | Target Date |

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| Initial Assessment: | <p>We are working toward gaining membership in our Family Teacher Organization, in an attempt to increase family involvement.</p> <p>We are striving to increase communication by sending weekly communication calls to families in the school, as well as increase involvement through 1st Quarter Conferences.</p> | Limited Development 10/14/2019 | | |
| | Priority Score: 1 Opportunity Score: 1 | Index Score: 1 | | |
| How it will look when fully met: | <p>Class Dojo good things going on in the classroom</p> <p>Weekly calls in English/Spanish to parents and school community</p> <p>Media center monthly newsletter</p> <p>PTO will be functioning with fidelity</p> <p>Twitter, Facebook, and teacher webpages will be in use displaying our Pickett Scholars at their finest</p> <p>Friday Folders (to be signed, for communication purposes)</p> <p>We will see a 50% increase in family involvement. We will utilize the data from our Beginning of Year Parental Involvement Night to the other curriculum night we schedule throughout the year. We will encourage involvement in the areas of student-led conferences, curriculum nights, awards assemblies, and family/student programs. Attendance will be documented at all events through the use of a sign-in sheet.</p> | Objective Met 09/28/22 | Andre Mumford | 05/27/2022 |
| Actions | | | | |
| 10/14/19 | Monthly Family/Teacher Organization Meetings | Complete 09/28/2022 | Jihan Harvey | 05/27/2022 |
| <i>Notes:</i> | | | | |
| 9/21/21 | Weekly Connect Ed Messages | Complete 09/28/2022 | Jihan Harvey | 05/27/2022 |

Notes: Weekly messages sent on Sunday afternoon to alert families of upcoming events for that week.

| Implementation: | | 09/28/2022 | | |
|------------------------|-----------|------------|--|--|
| <i>Evidence</i> | 9/28/2022 | | | |
| <i>Experience</i> | 9/28/2022 | | | |
| <i>Sustainability</i> | 9/28/2022 | | | |