

Comprehensive Progress Report

Mission:

South Lexington's Mission is To empower our children to become Future-Ready Students, we will work collaboratively with families to provide a developmentally appropriate learning environment that is positive, safe, caring and intellectually challenging.

Vision:

South Lexington School family will lay the foundation that empowers all our children to become Future-Ready Students.

Goals:

Accountability: 80% of our students will meet or exceed growth through various accountability measures, both informal and formal assessments.

Instructional Goal: Teachers will implement differentiate instruction using various learning styles to support academic achievement 50% of the time.

Technology: Technology will be accessed by both teacher and student within a developmentally appropriate lesson, visible/documented through observations and lesson plans.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrator' implementation steps include creating a walkthrough instrument which includes reflective questions for the teacher to respond to. Teacher's will also respond to questions that develop during the walkthrough.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		When this goal is achieved then the data from all data sets will improve showing that students met or exceeded growth on both formal and informal assessments, improving by 50% from the previous years data.		Dr. Judy Richards	06/05/2023
<i>Actions</i>			0 of 1 (0%)		
	9/28/22	The administrative team will conduct walkthroughs at twice a month.		Dr. Judy Richards	11/05/2023

Notes: Walkthrough's will be conducted on a routine basis.

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
Initial Assessment:		Currently, classroom management varies from teacher to teacher. Parent communication and parental involvement as related to classroom management varies as well.	No Development 03/10/2020		
How it will look when fully met:		The Behavior Referral form will be completed and marketable changes will be observed within the classroom and beyond, reducing the involvement of administrators, parent contact about the concerns of student behavior, and student outcomes i.e. growth will increase.		Dr. Judy Richards	06/02/2024
Actions			0 of 2 (0%)		
	9/20/21	MTSS Coaches will work within the planning teams to discuss Students behavioral issues to determine what interventions were implemented and the outcomes to determine if and when the process would move to the next level.		Staley Burkhart	06/04/2023
<i>Notes:</i>					
	9/21/21	Staff will be introduced to 123 Magic, review PBIS, and explore other avenues that build and focus on self-correction and appropriate behavioral choice with the desirable outcome.		Lauren Burkhart	06/04/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	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
<i>Initial Assessment:</i>		Pre k is now required to have MTSS and they have attended two trainings in October and January and they have established monthly meetings.	Limited Development 02/11/2020		
<i>How it will look when fully met:</i>		<p>When the objective is fully met the team will be established.</p> <p>The team will use the documents required</p> <p>Research based strategies will be provided and used</p> <p>Data will be kept and reviewed on each student that comes</p> <p>Parents will be invited invited to every meeting.</p>	Objective Met 09/21/21	Patty Louia	06/30/2022
Actions					
	9/21/21	Pre-K MTSS will continue to be a focus as required by the state. Teachers new to the PreK staff will be trained on the processes.	Complete 06/02/2022	Sonya Cooper	02/01/2021
<i>Notes:</i>					

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:		i3 team will provide informational sessions to assist teachers in their understanding of SAMR and other strategies to improve teachers abilities to understand and implement technology that is developmentally appropriate and effectively used to enhance the teaching and learning process.	Limited Development 09/20/2021		
How it will look when fully met:		Once this objective is fully implemented this objective will feed into student performance. Based on student outcomes the decision will be made if the objective needs to be revisited.	Objective Met 09/27/22	Dr. Judy Richards	06/05/2023
Actions					
	9/21/21	The objective will be monitored in weekly PLC's. Notes can be accessed via SL 21-22 HUB.	Complete 06/02/2022	Dr. Judy Richards	06/02/2022
<i>Notes:</i>					
KEY	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This is a new objective, but it aligns with the district technology strategies to improve student outcomes, SAMR, is one of the foci that allows teachers to evaluate how technology is being implemented.	No Development 09/27/2022		
How it will look when fully met:		Teacher lesson plans and observations will include technology that is meaningful correlating with Blooms Taxonomy of learning.		Dr. Judy Richards	06/05/2023
Actions					
<i>Notes:</i>					

	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The master schedule has grouped teachers in PLC's based on the number of years teaching and their strengths and weaknesses to achieve a more balanced planning session. In each CLC there have been roles assigned. Teachers are encouraged through the guidance of the principal modeling practices and strategies to integrate within their instructional framework. In addition, blended learning models will be implored to improve learning outcomes for all students.	Limited Development 09/28/2022			
<i>How it will look when fully met:</i>	This objectives will be met and observed in lesson plans and QR codes that indicate that they are using SAMR and Bloom's taxonomy within their instructional frameworks. The mClass, iReady, and LETRS as benchmarks for the success of implementation.		Dr. Judy Richards	06/05/2023	
Actions			0 of 1 (0%)		
9/28/22	* Create PD with the help of the Innovation Coach that targets specific steps to create a blended learning tool for students.		Dr. Judy Richards	06/05/2023	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In the process of CLC's and teacher's observations and data gathering methods there will be careful consideration as to how to improve instruction for all students.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		When this objective is fully met the school-wide implementation, there will be observed growth, professional development, and collaboration will be increased. There will be increased use (50%) of teacher collaborating and developing lessons exemplars to share with each other, placing them in the resource folder.		Lauren Burkhart	06/05/2023
Actions			0 of 1 (0%)		
	9/28/22	Teachers will work with principal to create samples and actual tools to share.		Lauren Burkhart	06/05/2023
<i>Notes:</i> This will be done incrementally to ensure that implementation of SAMR.					
	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>		Teachers are using data from mClass, iReady, and observational data to group children by their ability as well as looking for ways to continue to grow high flyers, as well as continue to have high expectations for all students.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		When this objective is fully met there will be a marketable growth in mClass, iReady, and other informal and formal benchmarks.		Patty Louia	06/05/2023
Actions			0 of 1 (0%)		
	9/28/22	Teachers will look at their mClass data and place on the data wall. They will resist their data to determine whether or not the strategies implored are improving student outcomes.		Patty Louia	06/05/2023

Notes: This will be listed twice a month to allow implementation of strategies are impacting students in a positive way, in addition, MTSS data points will be documented as another layer of identification of support or strategies that modify the strategies being implemented.

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
<i>Initial Assessment:</i>		At this current time there have been several spaces in the building that have been designated to provide students an opportunity to transfer their emotional energy to objects that will allow them to deescalate and return to their classroom to learn.	No Development 09/27/2022		
<i>How it will look when fully met:</i>		There will be increased traction or use of the room, students will find themselves with improved control over their emotions or a more keen awareness of what they need and when.		Melissa Blackburn	06/05/2023
Actions					
Notes:					

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			This goal has not yet been accomplished because of COVID-19. However, the goal will be a focus as we gather data, on all of our students through the creation of a document that will provide the ensuing grade with information on that student to ensure that data and strategies will be provided to create a smoother transition to access the curriculum of the ensuing grade.	No Development 09/28/2022		
<i>How it will look when fully met:</i>			When this goal is fully met the document created will be created and implemented not just with data on benchmarks but will include the SEL of the student.		Staley Burkhart	06/05/2023
Actions				0 of 1 (0%)		
		9/28/22	The guidance counselor will create the form for C.I.T. to approve and then shared with staff.		Staley Burkhart	06/05/2023
<i>Notes:</i> This document will be completed by teacher at the conclusion of the year.						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.</p> <p>The process of meeting with instructional leaders currently occurs weekly. The next step in implementation is to plug the information into a chart with subcategories.</p>	Limited Development 09/21/2021		
<i>How it will look when fully met:</i>		The chart documenting notes, practices, and next steps. Data will be notated in the chart as well as resources for implementation.	Objective Met 09/21/21	Sharolyn Harry	12/01/2022
Actions					
	9/21/21	The creation of the collection document is the first action.	Complete 06/02/2022	Tina Alexander	12/04/2021
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Central Office presented a survey to teachers on the 10th-day of school. Survey results will be presented to staff.</p> <p>The staff also completed a school-generated survey that allows for more detailed information.</p>	No Development 09/21/2021		

Two surveys have been conducted. The first survey

How it will look when fully met:	Once the plan is fully implemented we are expecting a shift in culture. This will present in a collaborative manner where questions, answers, and corrective or implementation will allow for transparency.	Objective Met 09/21/21	Madeline Green	06/02/2022
Actions				
9/21/21	The first action is feedback and strategies.	Complete 06/02/2022	D'Andra Troy	11/02/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A weekly walk-through schedule has been established. A blended walk-through document is being created that is inclusive of Pre-kindergarten and Kindergarten. An additional focus area will be technology lookfors.	Limited Development 09/21/2021		
<i>How it will look when fully met:</i>		When the objective is fully met teachers will be able to talk about their practices and share Glow areas, Growth areas, Opportunities for growth, and next steps.	Objective Met 09/21/21	Sharolyn Harry	10/04/2021
Actions					
	9/21/21	The first step is to share the document with teachers to explain the purpose.	Complete 06/02/2022	Sharolyn Harry	06/02/2022
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The teachers are currently working collaboratively through the professional development discussion board to create informal ways to grow professionally.	Full Implementation 09/28/2022		

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>		The work that has been done to achieve this goal began with the implementation of the Professional Development Discussion Board, as a means to create informal PD, and collaboration amongst the staff working towards a culture of sharing and working together to understand how to use strategies and tools to improve learning outcomes for all students.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		When this objective is fully met it will be apparent in lesson plans, C.I.T. discussions, needs assessments based on data from informal and formal benchmarks.		Melissa Blackburn	06/05/2023
<i>Actions</i>			0 of 1 (0%)		
	9/28/22	A review of the needs and data will be conducted for continued improvement.		Melissa Blackburn	06/05/2023
<i>Notes:</i> This goal will be monitored routinely to determine what adjustments to be made to aid in full implementation.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As the results of the needs assessment the school will look towards establishing criteria to identify and recruit quality teachers, attendance at recruitment fairs to increase visibility and generate interest in working at South Lexington.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		When this objective is fully achieved there will be a faculty that will be sustained, to include high quality candidates. This will include a retention of faculty reducing teacher turnover.		Melissa Blackburn	06/05/2023
<i>Actions</i>			0 of 1 (0%)		
	9/28/22	The administrative team will attend job fairs at local colleges and universities.		Melissa Blackburn	06/05/2023
		<i>Notes:</i> The administrators will gather information through resumes to identify potential candidates for vacancies.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The C.I.T works routinely to develop plans and make decisions about school-based issues, processes, and procedures.	Full Implementation 09/28/2022		

Core Function:		Dimension D - Planning and Operational Effectiveness				
Effective Practice:		Facilities and technology				
		D2.03	Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.(5175)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Assistive technology is being used as a means to help students access the curriculum at their levels 50% of the time. Teachers are actively seeking ways to implement technology during their CLC's and trainings.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>			Full implementation will include more devices being used and implemented throughout the classroom, lesson plans, and walkthroughs.		Brad Phillips	06/05/2023
Actions				0 of 1 (0%)		
	9/28/22	Teachers will intentionally include technology within their lessons, sharing			Brad Phillips	06/05/2023
<i>Notes:</i> This objective will be worked on through CLC's through the guidance of an administrator and district technology (SAMR) initiative.						
		D2.07	Instructional teams determine which blended learning model is appropriate for the school or individual classroom.(5313)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers in CLC's are beginning to develop instructional practices the include the blended learning to raise the level of expectations keeping all learners In mind so that we support all levels. Rather than creating harder lessons, there will be a deepening of the understanding of the concepts and skills being taught to support growth.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, there will be the inclusion of SAMR strategies in lesson plans observed during walkthroughs. In the resource folders there will be a variety of examples and samples to choose from.		Angela Simmons	06/05/2023
Actions				0 of 1 (0%)		
	9/28/22	Teachers will work in a PD that is created by the principal with the help of the Innovation Coach to help them work through creating a sample blended learning lesson.			Dr. Judy Richards	10/30/2022

Notes: Teachers will be encouraged to work towards creating lessons that include SAMR strategies within lesson plans.

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		Currently, communication is taking place vis phone calls, Class Dojo, and school callouts.	Limited Development 09/21/2021		
<i>How it will look when fully met:</i>		The next phase is to send SMORE/Parent to our families via Class Dojo and attached SMORE/Parent to the school website.	Objective Met 12/16/21	Sarah Worley	06/02/2022
Actions					
	9/21/21	Ms. Harry will be responsible for sending the SMORE/Parent Newsletter to Class Dojo.	Complete 06/02/2022	Sarah Worley	06/02/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This goal has been fully implemented, newsletters (twice a month), Dojo's (daily), Twitter (daily)posts, call-outs and other classroom notifications are continually implemented.	Full Implementation 09/28/2022		