

Comprehensive Progress Report

Mission: Lavaca Elementary School is committed to providing a safe, nurturing environment where our students have equal opportunities to learn and become productive, responsible citizens.

Our Vision :

Vision: Teaching students today to become the leaders of tomorrow.

Goals:

Lavaca Elementary will be assessed three times a year for reading readiness. Teachers will deliver interventions, progress monitor, and RTI students that show the need for extra services. Lavaca Elementary will work to increase reading readiness by 5% by the end of the school year based off of; Istations, DIBELS, and ACT Aspire. Students that are not reaching the trajectory line in order to reach that increase will be served by the teacher in Tier 2 interventions, and then by reading interventionists in Tier 3 if the need is shown.

Students at Lavaca Elementary will be assessed three times a year on Math readiness. Teachers will deliver interventions in classroom and RTI students that show the need for extra services. Students that lack growth will continue with Tier 3 interventions as the data shows a need. Lavaca Elementary will work to increase math readiness by 5% by the end of the school year based on: Istations, IXL (3rd and 4th grade only) and ACT Aspire.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal monitors classroom implementation of new programs through classroom walk-throughs and formal observations.	Limited Development 05/07/2018		
<i>How it will look when fully met:</i>		During classroom walk-throughs and observations the principal will document evidence that teachers are displaying proficiency in the Science of Reading.		Samuel Slott III	05/27/2023
Actions			0 of 2 (0%)		
5/7/18		The Principal will document evidence of each teacher's proficiency in the Science of Reading during observations. Teachers who are still struggling with the concepts will be given additional support and training.		Samuel Slott III	05/21/2023
<i>Notes:</i>					
4/29/21		The principal and leadership team will determine an approved Science of Reading program that will meet all 5 components. The literacy plan will be implemented with the help of the COOP literacy specialists by the leadership team. Currently, the programs used include Heggerty, Foundations, and other resources to teach the components.		Samuel Slott III	08/24/2023
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the school has no practice in place which allows teachers to observe peers as a part of professional development. The Guy Fenter Education Service Cooperative provides professional development including trainings for the Science of Reading.	No Development 04/19/2019		
<i>How it will look when fully met:</i>		When fully implemented, a culture of professional learning from peers will be developed. Teacher to teacher coaching can deepen mutual respect among the practice. Collegial learning is a way for teachers to learn from one another, internalize the instructional methods they have developed during instructional team meetings, and contribute to the school's continuous improvement. The school community improves as each of its members develops greater skill and knowledge. Teachers will observe evidence-based practices that are proven to raise student achievement.		Samuel Slott III	05/31/2023
Actions			0 of 3 (0%)		
4/19/19	A list of desired evidence based practices will be developed for the school.			Samuel Slott III	08/13/2021
<i>Notes:</i> Mr. Slott will work with a literacy specialist from Guy Fenter Education Co-op to develop a list of desired evidence based practices for teachers.					
4/19/19	An observation schedule will be developed to provide teachers with opportunities to observe peers using evidence based practices in Lavaca Elementary School or another school district.			Samuel Slott III	08/30/2021
<i>Notes:</i> Mr. Slott will work with the Guy Fenter Co-op to determine teachers using evidence based practices to develop the schedule and location(s) for observations.					
4/19/19	An evaluation of the effectiveness of the observations will be conducted. Perceptual data along with data from R.I.S.E. evaluations will be used.			Samuel Slott III	05/22/2022
<i>Notes:</i> A survey will be created to provide the perceptual data.					

	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The district contracts with the Guy Fenter Education Service Cooperative to provide differentiated professional development for all staff members. Arkansas Ideas is an additional source for professional development. In addition, professional development is provided on site. Teachers will continue to be trained in Science of Reading through training that is provided by the Guy Fenter Education Service Cooperative as well as Arkansas Ideas.	Limited Development 11/17/2015			
How it will look when fully met:	When this objective is fully implemented, the staff will be provided a multitude of high quality professional development that is subject specific through multiple sources. Teachers will be encouraged to observe in other classrooms to learn effective techniques and teaching strategies from highly qualified professionals.		Samuel Slott III	05/31/2023	
Actions			2 of 4 (50%)		
11/18/16	The leadership team will use the data from the survey to create a plan to develop more building specific professional development.		Samuel Slott III	01/06/2022	
<i>Notes:</i>					
5/7/18	The staff will be trained on the Science of Reading with LETRS training by the Guy Fenter Cooperative Literacy Specialists.		Samuel Slott III	05/01/2022	
<i>Notes:</i>					
11/17/15	Teachers and staff will be given an anonymous survey to evaluate the quality of professional development that is currently offered.	Complete 11/22/2016	Samuel Slott III	05/01/2022	
<i>Notes:</i>	The survey should ask for staff to describe the effectiveness of the professional development. Staff will be able to tell what needs they have for professional development. The survey will be focused on building specific professional development that could be done.				
11/17/15	The data from the surveys will be compiled into a report. The report will be assessed by the leadership team to plan future professional development.	Complete 01/05/2017	Jamie Patterson	05/28/2022	
<i>Notes:</i>	Google Form compiled a report of all the data from the survey. The leadership team used this report to plan two professional development days so far.				

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The students are tested multiple times a year using Dibels (Acadience Reading), Istation, and Dyslexia screenings. Istation is used to assess both literacy and math. Istation is administered to students in grades K-2 as determined by the Arkansas Department of Education. ACT Aspire tests are administered to students in grades 3 and 4 as determined by the Arkansas Department of Education.	Limited Development 01/25/2016		
<i>How it will look when fully met:</i>		As determined in IA03, teachers will assess students using multiple assessments throughout the year providing formative data for review during Professional Learning Communities. Data will also be used to determine students who need additional literacy support in Tier 3. Additionally, teachers will review student data for math in order to provide Tier 2 classroom support for students who need extra assistance.		Samuel Slott III	05/22/2020
Actions					
Notes:					

	IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School-wide, grade-level, and classroom goal setting is currently determined by benchmarks provided by programs being used by the school. Trajectories are set within Istation and ACT Aspire.	No Development 04/19/2019		
<i>How it will look when fully met:</i>		<p>Teams will review data to determine goals for each grade level, as well as for the school, in math and literacy. A common goal for the year is to raise student achievement in the Ready and/or Exceeding performance level by 5% in both math and reading for students in grades 3 and 4. Teachers will work in Professional Learning Communities to set individual classroom goals regularly as outlined in IIA03 and IIDO2. A common goal for the year for grades K-2 is to raise student achievement in math and literacy, as indicated on Istation, by 5%.</p> <p>Evaluation: Agendas and minutes with goals that have been set will serve as evidence of goal setting. Student data will be reviewed to determine if the goals have been met.</p>		Samuel Slott III	05/23/2023
Actions			0 of 1 (0%)		
	4/19/19	Collect student data from Istation and ACT Aspire- Required assessments for the Department of Education.		Jamie Patterson	08/25/2021
		<i>Notes:</i> Although the goals will be set prior to school for the school, classroom teachers will set and monitor classroom goals with each assessment, adjusting as needed.			