

Comprehensive Progress Report

Mission:

Gamewell Middle School is committed to providing a supportive environment that is conducive to developing lifelong learners and responsible citizens.

Vision:

Gamewell Middle students will achieve excellence through responsible choices and positive behaviors.

Goals:

Increase academic achievement in all tested subjects (Math, ELA) by the end of the 2023-2024 school year.

GMS will improve academic performance on EOGs of our TSI-SWD subgroup by the conclusion of the 2023-2024.

GMS will identify the individual instructional and behavioral needs of each child through implementation of multi-tiered system of support and PBIS.

Increase parent and community engagement through school resources.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, we are wanting to create an intervention time that incorporates small group instruction in both Math and ELA. We are researching a program for each that would be effective during small group instruction.	Limited Development 09/04/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Math and Reading teachers will implement small group instruction one time per week to focus on intervention needs, specifically reviewing data for students with disabilities to develop interventions that address gaps and weaknesses. This will be evidenced by lessons in Planbook and data from progress monitoring tests.	Objective Met 10/03/23	Jennifer Dineen	09/17/2021
Actions					
	9/4/20	Research programs for both math and reading small group instruction to serve as an intervention once per week.	Complete 09/30/2020	Jennifer Dineen	09/30/2020
<i>Notes:</i>					
	10/13/20	Teachers implement small group instruction using Freckle, Study Island, and Delta Math 45 minutes per week on focused instruction.	Complete 09/17/2021	Jennifer Dineen	09/17/2021
<i>Notes:</i>					
Implementation:			10/03/2023		
<i>Evidence</i>		10/3/2023 Goal completed in 2020			
<i>Experience</i>		10/3/2023 Goal completed in 2020			
<i>Sustainability</i>		10/3/2023 Goal completed in 2020			

	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:			GMS has implemented school-wide expectations for the classroom, hallway, restroom, cafeteria, gym, and bus. These expectations are incorporated in the school's PBIS behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year. PBIS action plan is developed to be reviewed monthly at PBIS meetings. CFST meets to develop more individualized behavior plans as needed along with behavioral support observations as needed.	Limited Development 10/24/2022		
How it will look when fully met:			When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.		Jennifer Dineen	05/31/2024
Actions				0 of 3 (0%)		
	9/6/23	Staff completed PBIS expectation lessons.			John Houk	04/30/2024
<i>Notes:</i>						
	10/24/22	GMS teachers and staff will reteach expected behaviors daily to ensure that all students are meeting behavioral expectations.			Jennifer Dineen	05/31/2024
<i>Notes:</i>						
	10/24/22	Staff will meet monthly to identify and monitor the individual behavioral needs of each child and implement the school's PBIS program.			Jennifer Dineen	05/31/2024
<i>Notes:</i>						

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>		At this time some teachers are using assessment data to inform instruction. With our current MTSS plan we are asking all core teachers to use data to match instruction to support student's individual needs.	Limited Development 02/15/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, all core teachers will use IEP goal and objective data to ensure that the subgroup TSI-SWD are improving academic performance in math and reading.		Jennifer Dineen	05/31/2024
Actions			2 of 3 (67%)		
2/15/21	Math/ELA teachers utilize Progress Monitoring Tests bi-monthly to inform instruction and support individual needs.		Complete 05/18/2022	Monica Martin	06/03/2022
<i>Notes:</i> Teachers utilize Math 180 with progress monitoring as prescribed, but it isn't as frequently as bi-monthly. ELA teachers utilize schoolnet assessments for progress monitoring as well as reading fluency tests. This action needs to be modified for next year.					
2/15/21	Math and ELA teachers will create MTSS supplemental and intensive groups based on STAR data to work on focused standards based on student data.		Complete 05/18/2022	Monica Martin	06/03/2022
<i>Notes:</i> Teachers did create MTSS supplemental groups, but we need more training and practice to support intensive interventions. Our resources are not adequate for supplemental support on a large scale.					
10/24/22	EC case managers will meet monthly with general education teachers to review individual students progress towards meeting grade level standards with their needed accommodations.			Jill Beuschlein	05/31/2024
<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
<i>Initial Assessment:</i>		At this time, we currently have implemented PBIS and MTSS, but not to fidelity across grade levels and Tiers.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		When this is fully implemented, all staff will use PBIS for both positive behavior recognition and use the matrix to document consequences of behaviors that need reteaching and for data review. For MTSS, all core teachers will identify CORE instructional plans. Teachers will analyze current academic data (Check-In, STAR, EOG) to ensure individual needs are being met to increase academic performance. This data will be reviewed monthly at the MTSS data meetings. Teachers/MTSS Team will move students to different Tiers as needed. Adjustments will be made as needed based on academic and behavior data. Student individual needs will be assessed.		Jennifer Dineen	06/03/2024
Actions			0 of 2 (0%)		
4/4/23	Teachers will adjust and modify instruction based on data presented .			Grade Level Teachers	05/31/2024
<i>Notes:</i>		Teachers will look at Lexia/Math intervention data to switch kids as needed.			
4/4/23	MTSS data meetings will occur to determine student academic/behavioral needs.			Jennifer Dineen	05/31/2024
<i>Notes:</i>		Academic: Look at check-In/STAR data to see if students need to be placed in a Tier 2 intervention (lexia/math intervention) or in a Tier 3 intervention designed to address deficit areas. Behavioral: Look at Matrix/Ed Handbook to determine occurrence of behaviors. Move to Tier 2/3 behavioral interventions.			

	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>			Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker.	Limited Development 09/10/2021		
<i>How it will look when fully met:</i>			When fully implemented, teachers will effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.		Jennifer Dineen	05/31/2024
<i>Actions</i>				3 of 4 (75%)		
	9/10/21	Teachers will facilitate growth mindset lessons		Complete 05/18/2022	Jennifer Dineen	06/03/2022
<i>Notes:</i>			Teachers taught growth mindset lessons the first nine weeks of school.			
	9/10/21	Implement the Learning Lab as a social emotional support and timeout for self-regulation		Complete 05/18/2022	Jennifer Dineen	06/03/2022
<i>Notes:</i>			Learning Lab was utilized in this manner, but modifications need to be made to ensure that coverage in lab is always available.			
	9/10/21	Provide Interest group sessions quarterly for students to build positive relationships with other students and adults.		Complete 05/18/2022	Chrissy Byerly	06/03/2022
<i>Notes:</i>			Due to covid, we only did interest groups 2 times.			
	10/24/22	Teachers will employ classroom strategies to address the social emotional needs of each student.			Jennifer Dineen	05/31/2024
<i>Notes:</i>						

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>		Currently we have implemented interventions for both reading and math at least three times a week for 30 minutes with progress monitoring happening as prescribed for the intervention.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		Students that are in Tier 2 interventions will increase performance in reading and/or math based on the end of grade assessments for that subject. Teachers will progress monitor students according to the prescribed plan for each program. These interventions will be reviewed at our monthly MTSS meetings and adjustments will be made as needed.		Jennifer Dineen	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/24/22	Tier 2 intervention groups meet 3x per week and are progressed monitored as prescribed by the Standard Treatment Protocol		Jennifer Dineen	05/31/2024
<i>Notes:</i>					

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>		Gamewell Middle communicates with parents/guardians regarding its expectations of them and the importance of the curriculum at home through progress reports, report cards, newsletter, Blackboard Connect, parent teacher conferences, and social media. While our school has many evidences of communication with parents we feel that this is an area that we can continue to grow to best meet the needs of our students and community.	Limited Development 01/10/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Communication with parents will be regular and ongoing. Parents will feel comfortable contacting GMS. Teachers will feel comfortable contacting parents. Parents will be notified of student progress and school happenings through sources they are comfortable accessing. Student success will be impacted by parent knowledge of the daily happenings of the school that affect their child.		Jennifer Dineen	05/31/2024
Actions			11 of 13 (85%)		
	2/1/17	Change the PBIS matrix to include more parent contact regarding behavior.	Complete 01/23/2017	PBIS Team	01/23/2017
<i>Notes:</i>					
	2/8/17	Create postcards for parent info via media mail.	Complete 03/29/2017	Heather Wienbrock	03/31/2017
<i>Notes:</i>		Tried post cards for 8th grade registration.			
	2/1/17	Teachers will have positive parent contacts every 9 weeks. Teachers will submit a log that records contacts each 9 weeks.	Complete 06/09/2017	All teachers	06/09/2017
<i>Notes:</i>					
	2/1/17	Update parent contact information on a regular basis in Powerschool.	Complete 03/29/2017	Heather Wienbrock	06/09/2017
<i>Notes:</i>		Use information sheets to update student information.			
	2/1/17	Utilize Blackboard Connect system to alert parents regarding school events on a regular basis.	Complete 06/09/2017	Anna Crooke	06/09/2017
<i>Notes:</i>					
	10/19/17	Create a team based method to provide regular communication with parents.	Complete 01/15/2018	Chrissy Byerly	01/15/2018

<i>Notes:</i>				
3/14/18	Begin social media daily announcements.	Complete 06/08/2018	Melissa Soots	06/08/2018
<i>Notes:</i>				
2/13/19	Weekly spotlight on academic success in classroom through social media.	Complete 06/07/2019	Chrissy Byerly	06/07/2019
<i>Notes:</i>				
2/17/20	Create quarterly newsletters to send home by team at report card distribution.	Complete 06/03/2021	Carrie Holland	06/03/2021
<i>Notes:</i>				
10/13/20	Increase number of parents using Powerschool, Parent Portal, Talking Points, Blackboard Connect Delivery	Complete 05/18/2022	Jennifer Dineen	06/03/2022
<i>Notes:</i> Talking Points is effective in reaching parents and we are modifying numbers frequently to increase the number we reach. We have also updated Blackboard for next year to reach more parents.				
11/17/21	Create quarterly newsletters to send home at report card distribution.	Complete 05/18/2022	Carrie Holland	06/03/2022
<i>Notes:</i> Mrs. Holland did a great job of creating newsletters each quarter.				
10/24/22	Increase number of parents using Powerschool, Parent Portal, Talking Points, Blackboard Connect Delivery		Jennifer Dineen	05/31/2024
<i>Notes:</i>				
10/24/22	Create monthly newsletters to be posted on social media and sent through Talking Points		Jennifer Dineen	05/31/2024
<i>Notes:</i>				
Implementation:		05/18/2022		
Evidence	9/4/2020 Google Classroom, Google Voice Screenshots, Remind Screenshots			
Experience	9/4/2020 - We have worked with all parents to gather phone numbers and email addresses to provide updates weekly. All teachers are using Remind or Google Voice to communicate with parents. Parents are responding through those platforms when needs arise.			
Sustainability	9/4/2020 Teachers will need to continue to use these platforms to communicate with parents weekly. Parents will need to continue to communicate teachers when needs arise.			