

Comprehensive Progress Report

Mission: Our mission is to break down barriers for students by providing more instructional time, enriching programs, and a high expectations, no excuses environment to ensure that high school graduation, college success, and career readiness are reasonable goals for all students regardless of race, language, ethnicity, gender, economic status or zip code.

Vision: The Medford School Districts vision: We are a premier school district that inspires remarkable achievement, and empowers students to succeed and contribute in a changing world.

KUA vision is to become a "Beacon of Hope" that creates future leaders. KUA will be known for academic excellence and ethical conduct; that it is a place where personal responsibility, accountability and good judgement are taught, modeled and expected for all.

Goals:

All students attending KUA will meet their growth target in ELA.

All students at KUA will meet their growth target in math.

All students attending KUA will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental wellbeing.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		District and School Structure and Culture			
	DSC1.1	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>KUA is in a state of change and foundation building. Currently KUA is crafting a comprehensive plan to create an environment that is consistent and systematic. Many departments are working independently from one another with different strategies and programs.</p> <p>KUA will establish a comprehensive plan that focuses on building cultural norms that include but not limited to school rules, building expectations, culturally inclusive environment that is consistent across all grade level K - 8.</p>	Limited Development 11/26/2014		
<i>How it will look when fully met:</i>		<p>KUA will establish a comprehensive plan that focuses on building cultural norms that include but not limited to school rules, building expectations, culturally inclusive environment that is consistent across all grade level K - 8.</p> <p>This will be assessed when the building in finished growing at the end of the 2018/19 school year. We will assess the implementation of this goal using the tasks as our driving force and make sure that our major PBIS and Advisory work is established. Using a rubric from our evaluation system the leadership team will make sure that teachers are consistent across grade level. We will know this is a complete goal when our students are operating with 80% success behaviorally and we will track that goal using SWISS data.</p>		AJ Schultz	06/18/2021
Actions			1 of 15 (7%)		
	6/5/18	Hire a PBIS consultant	Complete 11/01/2017	Sunshine Price	09/01/2017
		<i>Notes:</i> Patty Parnell has been hired to implement a school wide PBIS system			
	6/5/18	Establish a common service incentive program incentive that includes individual, class and school goals		Jani Hale	06/14/2019
		<i>Notes:</i>			
	6/5/18	Establish a common academic incentive program that includes individual, class and school goals		AJ Schultz	06/14/2019
		<i>Notes:</i>			

6/5/18	Establish a “safe zone/mindfulness” rooms for students who need extra support		Fernando Jaurez, Sunshine Price	06/14/2019
<i>Notes:</i>				
6/5/18	Behavior team establishes a foundation for success using calming strategies for use in “safe zone”		Sunshine Price, Fernando Jaurez	06/14/2019
<i>Notes:</i>				
6/5/18	KUA will create a learning expedition “field trips” calendar and checklist that promotes the vision KUA “empowerment through opportunity”		Callie McQueen	06/14/2019
<i>Notes:</i>				
6/5/18	KUA will create scheduled opportunities for engagement between middle school students and elementary students		AJ Schultz	06/14/2019
<i>Notes:</i>				
6/5/18	KUA student leaders will attend committees that directly affect the culture and safety of the school		Jani Hale	06/14/2019
<i>Notes:</i>				
6/5/18	All KUA teachers and advisors will be trained in the “Advisory Program”		AJ Schultz	06/19/2019
<i>Notes:</i>				
6/5/18	Create and implement PBIS system with the 4 critical features and tasks indicated below Expectations Recognition System Consistent Correction System Data Driven Decision Making		Sunshine Price	06/14/2020
<i>Notes:</i>				
6/5/18	Advisory program will be implemented with vertical alignment K-8		Sunshine Price	06/14/2020
<i>Notes:</i> KUA will also create a Social Emotional teaching calendar along with this program.				
6/5/18	KUA staff will be trained in restorative practices		Jani Hale	06/14/2020
<i>Notes:</i>				
9/14/18	Create and implement PBIS system with 4 critical features and tasks indicated below Expectations Recognition System Consistent Correction System Data Driven Decision Making		Sunshine Price	06/14/2020

Notes: KUA behavior team meets twice monthly to address student concerns and needs and assess the implementation of the 4 critical features.

6/5/18	KUA will establish and grow the academic and behavior awards to be celebrated in an “student of the month assembly”		Alexandria WC	06/14/2020
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6/5/18	Training staff on mindfulness		Gabbi Kelly	06/14/2021
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Core Function:	Comprehensive Achievement Indicators			
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Effective Practice:	Educator Effectiveness			
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EE2.2	All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	KUA has adopted a new math curriculum and is creating a new reading curriculum at every grade level. KUA is in the process of creating a middle school building and the current middle school is in a temporary structure until February of 2018. KUA does not have a comprehensive tool for assessing teacher success.	Limited Development 10/31/2014		
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How it will look when fully met:	<p>KUA will create or adopt a program that assesses classroom teachers’ instructional practices and professionalism. KUA will establish a clear PLC plan that are aligned to ensure growth of teachers in content knowledge, differentiation, student engagement as well as effective instructional delivery.</p> <p>This goals will be assessed using leadership evaluation system and adoption of a PD schedule.</p>		AJ Schultz	06/12/2020
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Actions		4 of 7 (57%)		
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6/5/18	Sunshine, Callie, and several grade level teachers trained in “explicit instructions” with Anita Archer.	Complete 09/13/2018	Sunshine Price	06/29/2018
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6/5/18	Create or adopt an online teacher assessment/evaluation tool	Complete 09/13/2018	Jani Hale	09/15/2018
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Notes: Fall of 2018 Teach Boost was purchased for observation and goal setting purposes. This program is aligned with intasc standards. This will be a ongoing training throughout the year for teachers to become familiar with the program.

6/5/18	Create a yearly coaching strategy for each educator		Jani Hale	06/14/2019
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Notes: Mentor team: (Gabbi, Callie, Heather, Sunshine, ESD mentors and Jani). This team was established to help KUA's educators meet their goals and systematize feedback loop (observing, feedback, support). This team meets every Friday and discusses the week in review. Team focuses on challenges and successes of the educators. The goal is to establish a healthy relationship with mentors and mentees.

6/5/18	Create a PD schedule based off training from "explicit instruction"		Leadership team	06/14/2019
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Notes:

6/5/18	Establish a PLC time for teachers to meet uninterrupted twice monthly	Complete 09/13/2018	Sunshine Price	06/14/2019
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Notes:

6/5/18	Create or adopt a PLC form that promotes discussion of data, instructional delivery and content knowledge	Complete 09/13/2018	Sunshine Price	06/14/2019
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Notes:

6/5/18	Training on CCSS math practices		Jani Hale, Sunshine Price	06/12/2020
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Notes: Math consultant Bill Davidson is working with KUA on dates 12/6/17 and 12/7/17

Day 1

Quick observations of K-8 to look at math at KUA as a whole (Bill with leadership team)
 Observing a classroom that is using Zearn affectively (Several teachers, Bill and leadership team)
 Introducing Eureka math to new teachers (Bill and new teachers)
 Debrief with Jani and observation team

Day 2

Bill will discuss Zearn and why it is aligned with the curriculum K-5th grade teachers
 K-5 teachers will create a scope and sequence for their grade. The thought behind this as they create is "create a solid template that a new teacher could come in and utilize from day 1". During this time it would be great if you circulated around the teams and took a look at the work and incorporated your expertise.
 A time period where AJ and Bill can meet and discuss interventions while if teachers are still in need of support they can come for one on one questions
 Debrief with leadership team about math direction

December 6th

8:00-8:30 Bill Davidson Checks in with KUA Observation Team

Location: old intervention room across from Kinder rooms.

We will begin to observe math instruction:

8:30-9:00 Mrs. Foster

9:00-9:30 Ms. Ansico

9:30-10:00 Chris Buckley

10:30-11:00 Mrs. Kelly
Foster, Ansico, Katie, Julia

11:00-11:30 Orlando

12:00-12:15 Ms. Shields

12:15-12:30 Ms. Jasmine

12:30-1:30 Observing WC's 5th Grade Class Zearn!!

The purpose of this observation is to look at how a computer program can help differentiate your classroom. This allows for small group instruction on a daily basis. One could either use this tool as a pre teaching or post teaching lesson or homework for makeup. Zearn is to be used in tandem with your lesson. It is not a diagnostic tool. It is fully aligned with Engage NY. The following teachers will be observing ZEARN:

Gabbi, Saraya, Megan, Tracy, Jennifer, Jasmine observing it in action- If Irasema can find the subs - possibly Katie & Karen

1:30-3:00 New Teacher Engage NY Meeting: Karen, Jasmine, Jennifer,
Katie

Meeting Objectives

Effective Time of Math Block

Daily Routines

Breaking down the lesson: What are the important pieces of a lesson
Planning backwards- Looking at the problem set first then planning the lesson from there

3:00 - 4:00 BILL debriefs with Observation Team

December 7th

8:30 - 9:45 - Looking at current SIP and discussing why this work is important

9:45-10:00 Overview of 10:30-12pm Work time- Teachers and All Instructional Aides

Year long scope and sequence

Elementary Math

All others subject areas in their subject

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10:00-10:30

Bill and Overview of Math Alignment and using Zearn (cafeteria) K thru 5th grade

MS Check-In Meeting (EWCs room)- when finished, break out into PLC time, and then remaining time before lunch is work-time in classrooms to complete Scope & Sequence. All middle school teachers - and those I.A.'s who work with Middle School students.

10:30-12:00 Work Time:

K-5 Upper Gym All K-5 teachers

Literacy Training regarding Guided Reading & Vocabulary Instruction for Aides (Title 1 Aides, Lili, Edith, Murri, Devon, Demi, & Sean) by Heather & AJ - Title 1 room

Subject Area teachers either in Gym or Classroom - Elective and Middle School teachers

Exit ticket is that your scope and sequence is done + added to PLC folder

1:00-2:00 Bill available to plan with Zearn

2:00-3:00 -Debrief w/ Bill: Jani, Callie and Gabbi

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Family and Community Involvement			
	FC3.6	School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently KUA does not have a parent site council. KUA attempts to adapt to the needs of the families they serve but they do not currently have a say in the decision making process.	Limited Development 07/11/2016		
<i>How it will look when fully met:</i>		Create a site council that meets regularly to discuss the needs of the school. Increase family and staff attendance/involvement in various meaningful school and community building functions. This will be assessed by a clear and consistent Parent calendar and specific nights that fit the needs of the families we serve.		AJ Schultz	06/11/2021
Actions			3 of 6 (50%)		
6/5/18	Create a site council of KUA parents		Complete 06/04/2018	Jani Hale	06/08/2018
<i>Notes:</i>					
6/5/18	Review Title, fundraising and grant budget with Site Council			Cass Weiland, Jani Hale, Sunshine Price, Tom Cole,	09/01/2018
<i>Notes:</i>					
6/5/18	Create a family involvement calendar			Jani Hale	06/14/2019
<i>Notes:</i>					
6/5/18	Establish site council meetings that have a clear agenda		Complete 09/13/2018	Jani Hale	06/14/2019
<i>Notes:</i>					
6/5/18	Increase the number of parent and community volunteers and create specific jobs for those volunteers			Alexandria WC, Azalea Lusch	06/14/2019
<i>Notes:</i>					
6/5/18	Establish a PTC		Complete 09/13/2018	Alexandria WC, Azalea Lusch	06/14/2019
<i>Notes:</i>					

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Teaching and Learning			
	TL4.1	All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)(SIG)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently in a position where our CORE reading curriculum was not aligned with the state standards. Our grade level teams are attempting to create lesson plans and units with current materials that meets the needs of students in their reading classes and is aligned with the state standards. Our math curriculum is currently aligned with the standards and our instructors are becoming more familiar with how to use the resource.	Limited Development 07/11/2016		
<i>How it will look when fully met:</i>		All grade level teachers have a foundation/curriculum for reading that is aligned with the state standards that can reach 80% of the students during CORE instruction. Creation of the title intervention program that meets all students needs and can help the 20% who struggle to maintain growth. This will be assessed using iReady data, SBAC scores, PLC notes. This will also be assessed using leadership evaluations.		AJ Schultz	06/12/2020
Actions			3 of 14 (21%)		
	12/5/18	K-5 teachers will create a scope and sequence plan for their grade level in a way that an incoming teacher could use as a foundation.		Jani Hale	01/30/2019
	<i>Notes:</i>				
	6/5/18	Research reading curriculum K-5		Callie McQueen, Gabbi Kelly	06/12/2019
	<i>Notes:</i> Curriculum has been chosen. Need to fund raise to purchase curriculum.				
	6/5/18	Create and develop a pre-k playgroup		Sunshine Price	06/12/2019
	<i>Notes:</i>				
	6/5/18	Purchase Raz Kids for reading intervention materials	Complete 06/04/2018	AJ Schultz	06/12/2019
	<i>Notes:</i>				
	6/5/18	Establish a Title 1 room with appropriate materials	Complete 06/04/2018	AJ Schultz	06/12/2019
	<i>Notes:</i>				
	6/5/18	Research what an effective classroom library looks for use		Sunshine Price	06/12/2019
	<i>Notes:</i>				
	6/5/18	Purchase comprehensive tool kits (1st - 6th)	Complete 06/04/2018	AJ Schultz	06/12/2019

<i>Notes:</i>				
6/5/18	Reading and math intervention groups are accessible for all elementary students		AJ Schultz	06/12/2020
<i>Notes:</i>				
6/5/18	Reading and math intervention groups are accessible for all middle school students		AJ Schultz	06/12/2020
<i>Notes:</i>				
6/5/18	Systematic data drive Reading and math intervention system is established for K-8		AJ Schultz	06/12/2020
<i>Notes:</i>				
6/5/18	Math and reading PLC data meetings are established for elementary grade level teachers		AJ Schultz	06/12/2020
<i>Notes:</i>				
6/5/18	Math and reading PLC data meetings are established for middle school grade level teachers		AJ Schultz	06/12/2020
<i>Notes:</i>				
6/5/18	Train current staff and new hires on comprehensive toolkit		Sunshine Price	06/12/2020
<i>Notes:</i>				
6/5/18	Establish a sunrise/after school intervention club		AJ Schultz	06/12/2020
<i>Notes:</i>				

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Technical and Adaptive Leadership			
	LDR5.3	School leadership has established team structures with clear and specific duties.(3187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently in a position where our school is growing a new jobs are being formed. We have hired a consultant to help us develop new areas of need for employees and areas where jobs can be consolidated. Along with these changes, clear job duties have not been created.	Limited Development 07/11/2016		
<i>How it will look when fully met:</i>		Have a full staff with job duties and hours clearly outlined. This will be assessed when jobs are filled and job descriptions are written. This will also be assessed by our School Board.		AJ Schultz	06/12/2020
Actions			2 of 4 (50%)		
	6/5/18	Office assistant is hired for KUA Principal	Complete 09/13/2018	Jani Hale, Sunshine Price	09/15/2018
		<i>Notes:</i>			
	6/5/18	HR department established	Complete 09/13/2018	Tom Cole	06/12/2020
		<i>Notes:</i>			
	6/5/18	Job roles and descriptions are established for current KUA employees		Tom Cole, Raco Verhaaren	06/12/2020
		<i>Notes:</i>			
	6/5/18	Departments are analyzed for function, effectiveness and need		KUA School Board, Jani Hale, Tom Cole	06/12/2020
		<i>Notes:</i>			