

Comprehensive Progress Report

Mission:

Goals:

 Activity in the last 12 months

! = Past Due Actions KEY = Key Indicator					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Central Elementary currently has a leadership team including the Principal, Assistant Principal, School Improvement Specialist, Instructional Facilitator, lead teacher from each grade level, school counselor, and special services teacher.	Limited Development 12/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully met, the leadership team will meet twice a month for at least an hour. Meeting agendas and minutes will be maintained. Meeting agendas will focus on student growth toward content standards and objectives. The leadership team will become accustomed to analyzing data to make decisions regarding school-wide and grade level practices and procedures.	Objective Met 03/14/17	Sharon Council	01/05/2017
Action(s)	Created Date				
1	12/1/16	Select days and time for leadership meetings	Complete 01/05/2017	Sharon Council	12/01/2016
		<i>Notes:</i> 2nd and 4th Tuesday of each month.			
2	12/1/16	Assign leadership team member roles and establish meeting protocols	Complete 01/05/2017	Sharon Council	12/06/2016
		<i>Notes:</i> Leadership team members roles have been identified and established.			

3	12/1/16	Begin conducting leadership team meetings	Complete 01/05/2017	Sharon Council	12/06/2016
		<i>Notes:</i> leadership team meetings are being held twice monthly throughout the school year.			
Implementation:			03/14/2017		
Evidence	3/14/2017	<ul style="list-style-type: none"> - Leadership Team Meeting Calendar - Leadership Team Agendas and Minutes with a focus on school improvement - Leadership Team meets twice a month for a minimal of one hour - Completed Plans, objectives, tasks, and plans in Indistar. 			
Experience	3/14/2017	The leadership members were selected for the 2016-17 school year. Roles have been established for each team member. The team selected to meet on the 2nd and 4th Tuesday of each month.			
Sustainability	3/14/2017	The Leadership team members have committed to meet twice a month with fidelity with the purpose of improving instruction, attendance, and academic focus.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal has given priority to the three main factors of principal practice that contribute to improvements in teaching and learning: focusing on mission and goals (establishing a school-wide vision and mission), developing an environment of collaboration and trust (Responsive Classroom Approach), and actively supporting instructional improvement (establishment of grade level PLC for lesson planning and data analysis, frequent observation/feedback of classroom instruction).	Limited Development 03/30/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, three main factors of principal practice that contribute to improvements in teaching and learning: focusing on mission and goals, developing an environment of collaboration and trust, and actively supporting instructional improvement will be visible as consistent practices at Central Elementary School. The leadership team believes that this work will be an ongoing objective until data supports 80% or more of the students at Central Elementary scoring in Tiers 1 and/or 2 in Reading and Math.	Objective Met 03/30/17	Sharon Council	01/27/2017
Action(s)	Created Date				
0	3/30/17	The leadership will provide the faculty with Responsive Classroom Training.	Complete 08/15/2016	DeAngela Graham	07/25/2016
<i>Notes:</i>					
0	3/30/17	The school administration team will conduct frequent classroom observations/feedback and monitor plc lesson planning/data analysis meetings.	Complete 03/30/2017	Susan Hughes	08/15/2016
<i>Notes:</i>					
1	3/30/17	Leadership team will facilitate the process of creating and adopting a school-wide vision and mission with the faculty and staff	Complete 08/12/2016	DeAngela Graham	08/15/2016
<i>Notes:</i>					
<i>Implementation:</i>			03/30/2017		

<p>Evidence</p>	<p>3/30/2017 Responsive Classroom Training sign-in sheets and powerpoint presentations, team meeting minutes, data tracking forms, classroom observation notes and feedback forms exist as evidence of implementation</p>			
<p>Experience</p>	<p>3/30/2017 This task was completed as planned. Responsive Classroom training was provided by an outside consultant in July 2016, a follow-up observation of the Responsive Classroom training was provided in January 2017 by the same outside consultant. Teachers have been actively working to increase their knowledge of the Responsive Classroom practice throughout the year. Evidence of effectiveness has been observed through the decrease in behavior referrals in most classrooms. The school-wide vision and mission was created and adopted in collaboration with the faculty. This action has created a uniform approach to sustaining a positive school climate and culture. The leadership team gave priority to creating a schedule to allow all teachers to meet in grade level meetings to collaboratively discuss instructional strategies, create assessments, and analyze data on a consi</p>			
<p>Sustainability</p>	<p>3/30/2017 All tasks will continue to be monitored on a continuous basis. The leadership team will monitor and adjust the tasks based on classroom observation, data analysis, and school climate surveys.</p>			

IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal schedules daily observations and provides individualized feedback in an effort to improve teacher instructional practices. The principal plans professional development to improve school-wide climate and instructional practices.	Limited Development 12/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully implemented, the leadership team will consistently create a daily schedule that devotes 50% or more time of the day to observing, coaching, and providing feedback on classroom instruction.	Objective Met 03/30/17	Sharon Council	01/09/2017
Action(s)	Created Date				
1	3/30/17	The leadership team will provide Responsive Classroom training to assist teachers in building and sustaining school-wide and classroom cultures, and create logical consequences to maximize the effectiveness of classroom management practices. To minimize the amount of students being sent to the office, which interrupts classroom observations/feedback sessions.	Complete 07/29/2016	DeAngela Graham	08/08/2016
<i>Notes:</i>					
2	3/30/17	The leadership team members will create weekly observation/feedback schedules	Complete 03/30/2017	Sharon Council	08/15/2016
<i>Notes:</i>					
Implementation:			03/30/2017		
Evidence		3/30/2017 Responsive classroom training sign-in sheets and training material classroom observation notes and feedback Disciplinary referrals Weekly classroom observation schedules			

<p><i>Experience</i></p>	<p>3/30/2017 The tasks for this objective were executed as planned. The process and procedures for creating positive classroom climates were monitored at the beginning of the school year. Teachers were provided frequent feedback based on classroom observations. Discipline steps were reviewed and teachers were provided with classroom management resources to create logical consequences. These tasks were intended to reduce the amount of students being sent to the office for discipline issues in the classroom, which interrupted the weekly observation schedule.</p>			
<p><i>Sustainability</i></p>	<p>3/30/2017 The leadership team will continue to enforce the need to create positive classroom cultures and climates, and consistently use classroom management techniques. In doing so, the leadership team will be able to increase the amount of classroom observations and feedback sessions to improve classroom instruction.</p>			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in assessing and monitoring student mastery			
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team.(93)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Central Elementary currently utilizes Arkansas State Standards to guide instructional practices. Central Elementary has adopted subject area curriculums (Math-Go Math, Literacy-Core Knowledge Language Arts, and Studies Weekly-Science and Social Studies) to plan instruction. Subject area curriculums include pre and post tests that are administered to students. Teachers currently have grade level meetings to discuss lesson plans.	Limited Development 12/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When fully met, teachers will meet every three weeks during half-day professional learning communities (PLC) to analyze pre-test data, group students to plan differentiated instruction based on test data, and collaborate on instructional strategies. Teachers will then develop lesson plans, provide instruction, and administer post test within a three week cycle. Teachers will then re-convene in PLC meetings to analyze pre and post-test data to plan instruction. This cycle will recur throughout the school year. Teachers will become accustomed to grouping students for differentiated and/or individualized instruction based on pre- and post-test data.	Objective Met 03/30/17	Felicia Kelly	01/05/2017
Action(s)	Created Date				
0	12/1/16	Leadership team will monitor the implementation of the pre- and post-test process by attending and/or facilitating grade level PLC data meetings every three weeks. The leadership team will also closely monitor reteach/retest procedures to monitor student growth or lack of in an effort to support teacher planning.	Complete 03/30/2017	Susan Hughes	02/03/2017
<i>Notes:</i>					
1	12/1/16	Meet with teachers to present the pre- and post-test process	Complete 12/06/2016	Susan Hughes	12/06/2016
<i>Notes:</i>					
2	12/1/16	Grade level teachers will prepare and administer 1st semester post test in Literacy and Math.	Complete 12/06/2016	Susan Hughes	12/06/2016
<i>Notes:</i>					

3	12/1/16	Grade levels will meet during Teacher In-Service January 5-6, 2017 to analyze 1st semester post test, group students for differentiated/individualized instruction, create lesson plans and prepare pre- and post-tests for the next three weeks.	Complete 01/05/2017	Susan Hughes	01/05/2017
<i>Notes:</i>					
Implementation:			03/30/2017		
Evidence		3/30/2017 Team meeting minutes and agendas, data tracking forms, lesson plans, pre/post tests			
Experience		3/30/2017 The leadership team executed the tasks for this objective as planned. The processes implemented within this objective continues to be an ongoing practice at the school.			
Sustainability		3/30/2017 The processes implemented within this objective continues to be an ongoing practice at the school. The leadership team will continue to monitor and adjust planning times and meeting structures as needed.			

IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently have access to pre-assessments provided through Core Knowledge Language Arts (CKLA) and Go Math curriculums. Teachers are currently administering pre-tests at the beginning of the year and at the beginning of each unit.	Limited Development 12/14/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, teachers will administer pre-assessments weekly and/or beginning each skill. Teachers will use a data tracking template to record student performance on the pre-assessment, and subsequent post-assessment. Teachers will analyze this data to monitor student growth and provide enrichment/intervention as needed.	Objective Met 02/27/17	Felicia Kelly	05/27/2016
Action(s)	Created Date				
1	12/14/15	The leadership team will present training on the data tracking forms that will be used to chart student pre- and post-assessment scores during monthly half day data/PLC meeting.	Complete 01/13/2017	Susan Hughes	08/30/2016
<i>Notes:</i>					
2	12/14/15	The leadership team will meet with grade level chair persons to establish norms for administering pre- and post-assessments	Complete 01/13/2017	DeAngela Graham	08/16/2016
<i>Notes:</i>					
3	12/14/15	The grade level chair persons will meet with grade level colleagues to introduce the pre/post assessment structure. Grade levels will then create norms identify roles for administering assessments	Complete 01/13/2017	Susan Hughes	08/22/2016
<i>Notes:</i>					
4	12/14/15	The leadership team will facilitate data/plc meetings to guide the process of analyzing student data monitor growth, identify effective instructional strategies, and identify students in need of intervention/remediation.	Complete 01/13/2017	Susan Hughes	08/30/2016
<i>Notes:</i>					
<i>Implementation:</i>			02/27/2017		
<i>Evidence</i>		2/27/2017 PLC meeting agendas, leadership team meeting agendas exist to support evidence of implementation of this objective			

Experience	2/27/2017 This objective was met through multiple plc sessions with grade chairs and teachers. The faculty and administrators are consistently meeting and following tasks outlined in the objective. The tasks in this objective will continue as an ongoing process.			
Sustainability	2/27/2017 The faculty and administrative team will continue to meet with a purpose of analyzing pre/post test data to guide instruction.			

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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	IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We currently have a system in place to review pre- and post-test data. Teachers identify students in need of intervention based upon test results. The district has included "data day" professional development opportunities that allow teachers to review data, develop intervention plans, reassessment plans, and deliver professional development.	Limited Development 10/15/2014		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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How it will look when fully met:	All classrooms will offer differentiated instruction to meet the needs of all students. Small intervention groups will be organized for remediation. Ongoing professional development will be provided for teachers to support data analysis and disaggregation. ANET will continue to be used to monitor growth of all students in second grade. Kindergarten and first grade students will continue to be assessed using Go Math, Core Knowledge, DRA, DIBELS, weekly teacher made assessments, and unit assessments.	Objective Met 02/27/17	Felicia Kelly	10/31/2016
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Action(s)	Created Date			
1	2/25/16	Administer assessments and review data	Complete 01/13/2017	Susan Hughes 10/31/2016
<i>Notes:</i>				
2	2/25/16	Teachers will develop individual action plans based on assessment results	Complete 01/13/2017	Susan Hughes 10/31/2016
<i>Notes:</i>				
3	2/25/16	Teachers will implement action plan for re-teaching and re-assessing	Complete 01/13/2017	Susan Hughes 10/31/2016

<i>Notes:</i>				
Implementation:		02/27/2017		
<i>Evidence</i>	2/27/2017 Small group lesson plans, team meeting minutes and agendas, classroom observation notes, and pre/post data tracking forms.			
<i>Experience</i>	2/27/2017 This objective was met in conjunction with IIB04. The administrative team implemented a process by which teachers meet to create pre/post test assessments, and group students based on data to provide small group/differentiated instruction.			
<i>Sustainability</i>	2/27/2017 The administrative team will continue to monitor and provide feedback on small group lesson plans weekly. Monitoring will be done through reading lesson plans, classroom observations, and analyzing assessment data			

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
	IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team has monitored the implementation of Go Math and CKLA instruction, and has determined the need for the following support for the 2016-2017 school year: Responsive Classroom Training, additional reading strategies to support the literacy block, provide materials, supplies, and professional development to implement learning centers in the classroom	Limited Development 04/28/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When observers go into a classroom, they will see different components of literacy taking place such whole and small group instruction, learning centers, engaged in teacher lead small group differentiated instructional groups	Objective Met 03/30/17	DeAngela Graham	08/11/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	3/30/17	Teachers will receive guided reading training from an outside consultant (Opanell Rhodes)	Complete 07/29/2016	Terry Boone	07/29/2016
		<i>Notes:</i>			
2	3/30/17	Teachers will create a daily schedule to include small group instruction during the literacy block	Complete 03/30/2017	Susan Hughes	08/11/2017
		<i>Notes:</i>			
3	3/30/17	Teachers will submit weekly small group/differentiated instructional plans	Complete 03/30/2017	Susan Hughes	08/11/2016
		<i>Notes:</i>			
4	3/30/17	Monitor weekly submissions of lesson plans, conduct classroom observations, and assessment data to provide necessary feedback	Complete 03/30/2017	Susan Hughes	08/15/2016
		<i>Notes:</i>			
<i>Implementation:</i>			03/30/2017		

<p>Evidence</p>	<p>3/30/2017 Meeting sign-in sheets, and training material exist as evidence of implementation</p> <p>3/30/2017 Meeting minutes and agendas, sign-in sheets, lesson plans, classroom observation feedback and notes, data tracking forms</p>			
<p>Experience</p>	<p>3/30/2017 This task was completed as planned. Teachers engaged in a 4 day Responsive Classroom training as support for creating positive classroom climate and culture, creating routines and procedures, and setting logical consequences to assist with classroom management practices. Teachers were also provided with classroom resources to organize classroom environments</p> <p>3/30/2017 The tasks for this objective were executed as planned. Guided reading training was provided, a structure for submitted small group/differentiated lesson plans was implemented, and weekly lesson plan submissions were reviewed with necessary feedback provided.</p>			
<p>Sustainability</p>	<p>3/30/2017 The leadership team will continue to observe classroom practices and monitor the need for support such as: additional training, classroom materials, and additional strategies to improve classroom climate and culture</p> <p>3/30/2017 The leadership team will continue to monitor and adjust practices related to guided reading, small group/differentiated instruction used during literacy. These decisions will be made based on classroom observations and data analysis.</p>			

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The faculty at Central Elementary School has participated in a 4-day Responsive Classroom (RC) training. Teachers were provided information and training material to begin implementing the components of RC.	Limited Development 12/01/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully implemented, Central Elementary School will show evidence of a school-wide community with consistent use of rituals and routines to promote social and emotional competence of all students. These rituals and routines will provide opportunities for students to engage in morning announcements, morning meetings, and receive incentives for academic and behavior accomplishments.	Objective Met 03/30/17	DeAngela Graham	07/25/2016
Action(s)	Created Date				
0	12/1/16	Follow-up visit with Responsive Classroom consultant will be conducted to provide feedback to the leadership team in regards to the status of Responsive Classroom implementation.	Complete 12/13/2016	DeAngela Graham	12/06/2016
Notes:					
0	12/1/16	The leadership team will continue using a school-wide incentive plan to recognize and reward students for positive social and emotional behaviors	Complete 08/11/2016	DeAngela Graham	08/15/2016
Notes:					
1	12/1/16	The leadership team provided necessary materials and supplies to support the implementation of Responsive Classroom.	Complete 07/29/2016	DeAngela Graham	07/25/2016
Notes:					
2	12/1/16	Teachers will participate in 4-Day Responsive Classroom training	Complete 07/29/2016	DeAngela Graham	07/25/2016
Notes:					
3	12/1/16	The leadership team will monitor implementation of Responsive Classroom and provide feedback to improve implementation	Complete 03/30/2017	DeAngela Graham	08/15/2016
Notes:					
Implementation:			03/30/2017		

<p>Evidence</p>	<p>3/30/2017 Meeting sign-in sheets, and training material exist as evidence of implementation</p>			
<p>Experience</p>	<p>3/30/2017 This task was completed as planned. Teachers engaged in a 4 day Responsive Classroom training as support for creating positive classroom climate and culture, creating routines and procedures, and setting logical consequences to assist with classroom management practices. Teachers were also provided with classroom resources to organize classroom environments</p>			
<p>Sustainability</p>	<p>3/30/2017 The leadership team will continue to observe classroom practices and monitor the need for support such as: additional training, classroom materials, and additional strategies to improve classroom climate and culture</p>			