

## Comprehensive Progress Report

**Mission:**

The mission of the 6th Grade Academy is to ensure all students master state mandated standards, read with comprehension, write with clarity, and compute with accuracy, while developing reasoning and problem-solving skills for college and career readiness.

**Goals:**

- All students will feel valued and experience a sense of worth and belonging.
- All students will be challenged to maximize their potential through appropriate curriculum and instructional programs.
- Effective communication will support and enhance the educational program for all students.

 Activity in the last 12 months

! = Past Due Actions      KEY = Key Indicator					
<b>Core Function:</b>	<b>School Leadership and Decision Making</b>				
<b>Effective Practice:</b>	<b>Establishing a team structure with specific duties and time for instructional planning</b>				
	ID05	<b>The principal maintains a file of the agendas, work products, and minutes of all teams.(41)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	The principal keeps a central file of the work done by the teams. Student data is used increase educational capacity. Teacher utilizes EdReflect to evaluate and serve as an opportunity for professional development. The principal ensures that teachers are provided with clear ongoing evaluations of their teaching abilities based on several sources and are consistent with student achievement data.		Full Implementation 03/17/2017		

!	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>		The Leadership Team makes some decisions in the general operation of the school to continuous improve student achievement. The Leadership consists of the principal, teachers, and key staff members. The team operates with agendas and minutes, which allows the team to stay focused and follow through with the plans.	Limited Development 12/21/2016		
<i>How it will look when fully met:</i>		The Leadership Team continues to make decisions in the general operation of the school to continuous improve student achievement. The Leadership will continue to consist of the principal, teachers, and key staff members. The team operates with agendas and minutes, which allows the team to stay focused and follow through with the plans.		Jana Richey	03/31/2017
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	12/21/16	The Leadership Team will consist of the principal and key staff members.		Jana Richey	03/31/2017
<i>Notes:</i>					
2	12/21/16	The Leadership Team will meet twice a month.		Jana Richey	03/31/2017
<i>Notes:</i>					
3	12/21/16	The members of the Leadership Team will communicate decisions to the entire staff.		Glenda Devasier	03/31/2017
<i>Notes:</i>					
!	ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal engages the school staff and stakeholders in decision-making and leadership roles. Selected staff is given responsibilities to assist with instruction, curriculum and professional development. There is active collaboration between the administrative and teaching staff.	Limited Development 12/21/2016		
<i>How it will look when fully met:</i>		The principal engages the school staff and stakeholders in decision-making and leadership roles. Selected staff is given responsibilities to assist with instruction, curriculum and professional development. There is active collaboration between the administrative and teaching staff.		Jana Richey	03/31/2017
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	12/21/16	Teachers will analyze Interim data.		Shirley King	03/31/2017
<i>Notes:</i>					
2	12/21/16	Teachers will facilitate professional development.		Annette Wilson	03/31/2016

Notes:					
3	12/21/16	Teachers will review instructional strategies.		Phyllis McDonald	03/31/2016
Notes:					
		<b>ID10</b>	<b>The Leadership Team 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.(45)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Teachers are analyzing Interim Test 1 results from ACT Aspire. Teachers are re-teaching questions that the majority of the students did not master. Teachers are also utilizing the ACT Binder resources in order to plan lessons and develop appropriate classroom assessments. We are now scheduling classroom assessments in order for students and teachers to receive feedback on mastery of standards. In our PLC's we are reviewing Periodic Classroom Standards Coverage Map for science, reading, English, and math. The Coverage map helps us identify the standards that have been taught, the progression, and pacing of future standards. Teachers also analyze student homework, do now's and exit tickets in order to differentiate lessons and plan for reteaching.		Limited Development 11/08/2016	
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Teachers will regularly analyze data collaboratively and independently. Lessons will be planned based on data from multiple sources. Teachers will discuss data regularly and plan data driven lessons. The leadership team will continue to discuss data results and plan ongoing professional development and continued coaching support for teachers. Observations in classrooms will also reveal intentional planning with immediate feedback to students. As a result, students will show an increase of mastery (ready and exceeding reporting categories) on classroom assignments, ACT Aspire Classroom Practice test, and ACT Aspire Interim Test.		<b>Objective Met 12/01/16</b>	<b>Jana Richey 05/31/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	11/8/16	Teachers will regularly analyze data collaboratively and independently. Lessons will be planned based on data from multiple sources. Teachers will discuss data regularly and plan data driven lessons.		Complete 11/18/2016	Jana Richey 06/19/2017
Notes: Lesson plans will be analyzed and feedback will be provided to teachers to ensure data driven lesson plans have been planned. ACT Aspire resources will be studied and implemented in the daily lessons.					

2	11/30/16	Teachers will utilize student performance data to analyze strengths and weaknesses of instructional practices.	Complete 10/28/2016	Shirley King	06/19/2017
<i>Notes:</i>					
3	11/30/16	The Leadership Team will review research to implement best practices to enhance instructional practices and student achievement.	Complete 12/01/2016	Glenda Devasier	06/19/2017
<i>Notes:</i>					
<b>Implementation:</b>			12/01/2016		
<b>Evidence</b>	12/1/2016 1. Agendas 2. Minutes 3. Data posted on wall				
<b>Experience</b>	12/1/2016 The Leadership Team completes a data analysis after Classroom and Interim Assessments. Teachers review data and make instructional adjustments to enhance professional practice and improve student achievement.				
<b>Sustainability</b>	12/1/2016 Analyzing data regularly will be necessary to sustain our efforts.				
		<b>ID11</b>	<b>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Teachers work together during planning times and after school in order to be able to create shared expectations and high standards for all students. Teachers share their strategies in order to prepare a more rigorous lesson and a higher quality level of activities. The collaboration helps staff to focus on continuous improvement. Teacher collaborative planning has also helped the encore teachers to know what to specifically integrate into their lessons.		Limited Development 01/26/2017	
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					
		<b>ID12</b>	<b>Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>

<b>Initial Assessment:</b>	The instructional teams meet regularly to review implementation of effective practice and student progress. The teams routinely meet at least twice monthly for forty-five minutes. They calibrate and examine their efforts in the classroom to see what effect they are having on student achievement. Teachers collaborate and analyze student data to streamline instruction.	Full Implementation 03/17/2017		
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<b>Core Function:</b>	<b>School Leadership and Decision Making</b>			
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<b>Effective Practice:</b>	<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
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		IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.(52)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>			The principal facilitate the creation of a school vision regularly in order to reflect high and appropriate standards of learning, a belief in the educability of all students, and high levels of personal and organizational performance. We use our school data in order to emphasize ambitious goals, ones that call for improvement over the status quo. We have seen an improvement in all content areas. We will continue to use data driven practices in our content classes, encore classes and RTI classes.	Limited Development 01/26/2017		
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<b>How it will look when fully met:</b>						
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<b>Action(s)</b>	<b>Created Date</b>					
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Notes:

!		IE02	The principal develops the leadership capacity of others in the school. (53)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>			The principal share leadership responsibilities and build leadership capacity. The principal creates, encourages, and support activities that promote the strengthening of professional practices.	Limited Development 12/21/2016		
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<b>How it will look when fully met:</b>			The principal share leadership responsibilities and build leadership capacity. The principal creates, encourages, and support activities that promote the strengthening of professional practices.		Jana Richey	03/31/2017
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<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 3 (0%)</b>		
1	12/21/16		The principal will allow staff members to facilitate workshops.		Jana Richey	03/31/2017

Notes:

2	12/21/16	The principal will create an atmosphere of collaboration with embedded PLC's.		Jana Richey	03/31/2017
<i>Notes:</i>					
3	12/21/16	The principal will allow teachers to take a leadership role in the general operation of the school.		Jana Richey	03/31/2017
<i>Notes:</i>					
		<b>IE04</b>	<b>Principal ensures teachers maximize the time available for instruction. (5547)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>
<i>Initial Assessment:</i>		The principal ensures teachers maximize the time available for instruction. Teachers accept responsibility for teaching their students. They organize thier learning environments and use group management to make sure students spend time engaged in the lesson. Teachers pace the lessons and allow continuous progress. Teachers actively instruct and have high expectaitons for all students.		Full Implementation 03/17/2017	
<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Helping parents to help their children meet standards</b>			
		<b>IG01</b>	<b>Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>
<i>Initial Assessment:</i>		Parents receive regular communication about learning standards, their children's progress and the parents' role in the school. Parent meetings are held to communicate with parents about their child's progress. A progress report is sent home to involve parents in the academic process. School related programs are held and parents are invited to volunteer and attend them. We are communicating with parents on a regular basis, extracurricular programs. A parent summit was held to review ACT Aspire materials and give parents additional resources.		Limited Development 03/30/2017	
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
!	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		After school program for students occurs 3 days each week. Focus is on literacy and math. Students are fed and transportation is provided. An incentive is offered for participation and attendance.	Limited Development 04/07/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		The Advisory/Mastery period will give teachers time to develop relationships with students thereby helping to increase student engagement in school which is a vital part of student success.		<b>Jana Richey</b>	<b>05/31/2016</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>4 of 5 (80%)</b>		
1	4/28/16	Planning sessions for Mastery and Advisory lessons will be held throughout the year.	Complete 05/19/2016	Jana Richey	03/30/2017
		<i>Notes:</i> Planning Sessions with Vaughn Thompson were held on the following dates: Saturday, Oct. 17, 2015 8:30 - 1:30 Thursday, Dec. 17, 2015 3:30 - 5:30 Saturday, Jan. 9, 2016 8:30 - 12:30 Tuesday, Feb. 23, 2016 3:40 - 5:10 Thursday, April 21, 2016 3:40 - 5:10			
2	4/28/16	Schedule will be established in order for 6th Period to be set aside 4 days per week for Mastery/Advisory lessons.	Complete 05/19/2016	Jana Richey	05/30/2017
		<i>Notes:</i> Copy of the schedule for classes is available in facilitator's room			
3	4/28/16	Overcoming Obstacles Curriculum will be utilized for Advisory Lessons.	Complete 05/19/2016	Jana Richey	05/31/2016
		<i>Notes:</i> Overcoming Obstacle curriculum is available online and in the facilitator's room. Additional lessons for Mastery are in Google Drive and shared among the staff.			
4	4/28/16	Classroom observations with feedback will be provided to teachers.	Complete 05/23/2016	Jana Richey	05/31/2016
		<i>Notes:</i> Observations are available in Observation and Feedback binder in facilitator's room			
5	3/30/17	Create to include advisory class.		Jana Richey	03/30/2017
		<i>Notes:</i>			
<b>Implementation:</b>			05/24/2016		

<b>Evidence</b>	5/24/2016 Evidence of classroom observations are in the Observation and Feedback Binder in Facilitator's room. Students completed activities during Advisory classes. Evidence of these will be uploaded into Indistar. Teachers have also completed a survey about Advisory and results will be examined for effectiveness.			
<b>Experience</b>	5/24/2016 We have met numerous times with Vaughn Thompson and received an overview of the curriculum along with support for implementation. Weekly lessons were provided and a schedule for Mastery/Advisory was developed.			
<b>Sustainability</b>	5/24/2016 Mastery and Advisory classes will start at the beginning of the 2016-2017 school year. Mastery and Advisory lessons will be more deliberate with scheduling of all students in order to address their specific needs.			

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Assessing student learning frequently with standards-based assessments</b>
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	<b>IID07</b>	<b>The Leadership Team monitors school-level student learning data.(105)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The Leadership Team monitors school-level student performance data to make adjustments in instructional plans and to identify students in need of greater differentiation and support. The leadership team reviews ACT Aspire Classroom Assessments, Interim Assessments, and Summative Assessments.	Limited Development 11/30/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The Leadership will monitor school-level student learning data consistently. The data will drive instruction and professional development decision making to improve instructional practices and student achievement. Assessment data provides an on-going perspective of student proficiency on academic standards. Student ACT Aspire Classroom and Interim Assessments will provide evidence that this objective is fully met.	<b>Objective Met 12/01/16</b>	<b>Jana Richey</b>	<b>06/19/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	11/30/16	School leadership provided professional development for data analysis, planning and instruction. Follow up is extended and addressed during professional learning communities.	Complete 12/01/2016	Jana Richey	06/19/2017

Notes:

<b>2</b>	11/30/16	Teachers will analysis ACT Aspire Classroom and Interim Assessment data to improve instructional practices and student achievement.	<b>Complete 10/10/2016</b>	Glenda Devasier	06/19/2017
<i>Notes:</i>					
<b>3</b>	11/30/16	The Leadership Team will monitor data to guide professional development support for teachers.	<b>Complete 11/25/2016</b>	Jana Richey	06/19/2017
<i>Notes:</i> Content analysis report was disaggregated among teachers. Teachers identified standards that need to be retaught as well as standards that have not been introduced. The leadership team suggested that the Arkansas ACT Aspire Livebinder Resources be used during teacher professional learning community meetings and lesson planning. The leadership team also suggested that we share ACT Aspire and some of the Livebinder resources with our parents at the next parent meeting.					
<b>Implementation:</b>			12/01/2016		
<b>Evidence</b>	12/1/2016	1. Agendas 2. Minutes 3. Lesson Plans 4. ACT Aspire Practice Test			
<b>Experience</b>	12/1/2016	During our leadership team meetings and professional learning community meetings data is analyzed. Teachers utilize the data by adjusting their instructional practices. During reflection meetings teachers were able to realize the importance of teaching the standards in its entirety.			
<b>Sustainability</b>	12/1/2016	Teachers must not only teach the standards but students have to be exposed to the test taking vocabulary.			

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
	IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers develop weekly lesson plans with differentiated and aligned activities. Individual teachers develop lesson plans that are appropriate for their students. A standard template is utilized to ensure all components of an effective plan is addressed. The principal and the school improvement specialist review lesson plans and give feedback to ensure quality and standardization.	Limited Development 11/30/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		There will be a standard template for weekly lesson plan submission, collaboration and integration in developing plans, evaluation and reflection of implementation of lessons. The principal will ensure that assessment, learning objectives, and instructional strategies are aligned. The lesson plan is evidence that this objective is fully met.	<b>Objective Met 12/01/16</b>	<b>Jana Richey</b>	<b>06/19/2017</b>
<i>Action(s)</i>	<i>Created Date</i>				
1	11/30/16	Teachers will collaboratively plan lessons in order to teach and reteach grade level and foundational standards.	Complete 10/17/2016	Jana Richey	06/19/2017
		<i>Notes:</i> The lesson plan template has be modified to ensure that teachers are including vocabulary, Do Now, reporting categories, guided practice, informal assessments in order to give the students daily rigorous instruction with feedback.			
2	11/30/16	The principal and the school improvement specialist will give lesson plan feedback to ensure assessments, learning objectives, and instructional strategies are implemented.	Complete 11/16/2016	Phyllis McDonald	06/19/2017
		<i>Notes:</i> Teachers now submit lesson plans through Google Docs and Drive in order to be able to receive immediate feedback from lesson plans. Additional resources are easily uploaded and provided for teachers in a timely manner in order for appropriate pacing for the next instructional week.			
3	11/30/16	Teachers will utilize curriculum and state standards to guide lesson plan development to enhance instruction and student mastery.	Complete 10/31/2016	Annette Wilson	06/19/2017
		<i>Notes:</i> Teachers will use the Arkansas State Standards to guide lesson plan development. Resources such as Expeditionary Learning, Go Math, Studies Weekly are used to enhance instruction for student mastery.			

<b>Implementation:</b>		12/01/2016		
<b>Evidence</b>	12/1/2016 1. Agendas 2. Minutes 3. Lesson Plans with Feedback			
<b>Experience</b>	12/1/2016 As of November 28, 2016, teachers are now expected to complete lesson plans by Wednesday of each week on the specific lesson plan template. Teachers receive feedback before Friday in order to prepare and finalize instruction for Monday.			
<b>Sustainability</b>	12/1/2016 It will be important for teachers and administrators to be consistent in our efforts in the implementation of proper planning. The leadership team will continue to research ACT Aspire expectations, resources, and data analysis in order to meet the needs of our students.			