


### 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			
!	ID10		Implementation Status	Assigned To	Target Date
		<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>			
<i>Initial Assessment:</i>		We are currently using district data days to analyze student data. Observation data is collected in the google form and in Bloomboard to determine the trends for professional development. The leadership teams members are facilitating PLCs weekly where observation data and professional development needs are addressed.	Limited Development 12/01/2016		
<i>How it will look when fully met:</i>		Student performance data will be disaggregated. Classroom observation data will be aggregated to show patterns of professional practice across the faculty. Data sources will be used for planning professional development.		Hazel Wallace	06/01/2016
<b>Action(s)</b>	<b>Created Date</b>		<b>4 of 7 (57%)</b>		
1	12/1/16	Data days are included in the the school calendar. We will plan to disaggregate ACT Aspire Interim data.	Complete 10/10/2016	Renata Bryant	10/10/2016
<i>Notes:</i> October 10th is our first data day and the other days are December 21, and February 17.					
2	12/1/16	Teachers creates reteach plans based on the ACT Aspire Interim data that are submitted for review by the leadership team.	Complete 10/14/2016	Renata Bryant	10/14/2016

<i>Notes:</i>					
<b>3</b>	12/1/16	Administrators conduct classroom observations/feedback where data is housed in google docs/ Bloomboard.	<b>Complete 10/03/2016</b>	Renata Bryant	10/03/2016
<i>Notes:</i>					
<b>4</b>	12/1/16	The Classroom Observation data is gathered in google docs and Bloomboard.	<b>Complete 10/10/2016</b>	Michael Hawkins	10/10/2016
<i>Notes:</i>					
<b>5</b>	12/1/16	The Classroom Observation data is reviewed by the core leadership team where it is then shared with the school leadership team.		Michael Hawkins	03/31/2017
<i>Notes:</i>					
<b>6</b>	12/1/16	The leadership team plans Professional development based on student performance/classroom observation data.		Hazel Wallace	03/31/2017
<i>Notes:</i>					
<b>7</b>	2/1/17	The leadership team will review disaggregated school-wide performance data to identify patterns across disciplines and to plan professional development.		Michael Hawkins	06/01/2017
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	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
<i>Initial Assessment:</i>		The principal conducts classroom walk-throughs, observations. She attends PLC's for literacy and math. The principal is in the hallway every morning greeting students, parents, and teachers.	Limited Development 12/05/2012		
<b>How it will look when fully met:</b>		The principal and leadership would monitor and be heavily involved in classroom instruction. They would provide resources and opportunities for teachers to improve. The leadership would make sure that interruptions of instructional time are kept minimal. The principal and leadership would be knowledgeable about instruction, assessment practices and professional development. The principal and leadership would set short-term and long-term goals. The principal would monitor goals in an effort to celebrate success and increase optimism and enthusiasm for building momentum to accomplish each year's goals. Evidence that this goal has been met will include sign-in sheets documenting principal attendance at leadership meetings and PLC's, Classroom Walkthrough Reports of classroom observations and the principal's visibility in classroom. This will all help to increase effective use of instructional time and resources.	<b>Objective Met</b>	<b>Hazel Wallace</b>	<b>05/29/2015</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>9 of 9 (100%)</b>		
1	3/1/13	The Principal will keep a weekly time log to determine where time is spent during the day to create baseline data.	Complete 05/31/2013	Hazel Wallace	05/31/2013
<i>Notes:</i>					
2	3/1/13	External Providers will assist the principal with the process of developing strategies for spending 50% of her time working directly with teachers to improve instruction.	Complete 05/31/2013	Hazel Wallace	05/31/2013
<i>Notes:</i>					
3	3/1/13	The principal will share time log with the external provider(s) and investigate strategies for increasing the amount of time spent working with teachers to improve instruction on a monthly basis.	Complete 05/31/2013	Hazel Wallace	05/31/2013
<i>Notes:</i>					

<b>6</b>	4/4/13	The principal will participate in Leadership Team meetings. The principal will participate in Core Leadership team meetings. Sign in sheets from the meetings will be used to monitor.	Complete 10/31/2013	Hazel Wallace	06/01/2014
<i>Notes:</i>					
<b>7</b>	4/4/13	The core leadership team at Stewart Elementary will participate in a refresher course on Classroom Walkthrough that will be provided using Arkansas IDEAS. The leadership will use the techniques and skills to conduct Classroom Walkthroughs to improve instruction.	Complete 02/26/2013	Sharon Council	02/26/2013
<i>Notes:</i>					
<b>8</b>	4/4/13	A Classroom Walkthrough weekly schedule will be developed and followed. CWT Schedule/Calendars and CWT reports will be used to monitor.	Complete 02/26/2013	Kathy Ray	02/26/2013
<i>Notes:</i>					
<b>9</b>	4/4/13	The core leadership team at Stewart Elementary will conduct classroom walkthroughs.	Complete 04/30/2013	Sharon Council	06/01/2014
<i>Notes:</i>					
<b>10</b>	4/4/13	Meaningful feedback and reflections from classroom walkthroughs will be presented to teachers on a monthly basis in an effort to improve classroom instruction to increase student achievement. Agendas and sign in sheets will be used to monitor. (Scholastic Audit Recommendation)	Complete 12/01/2016	Hazel Wallace	05/29/2015
<i>Notes:</i>					
<b>11</b>	4/4/13	The leadership at Stewart Elementary will utilize Tuesday staff meetings for Professional Learning Communities to focus on learning effective teaching; research based instructional strategies and practices based on classroom walkthrough data.	Complete 12/01/2016	Hazel Wallace	05/29/2015
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Stewart Elementary Teachers have been provided numerous professional development opportunities. Topics have included but are not limited to: Go Math, Expeditionary Learning, Classroom Performance System, MobyMax, Checks for Understanding, Increasing Student Engagement, Effective Planning, and Developing Reteaching Plans  Professional Development is a priority and will continue into the future.	Limited Development 05/23/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Stewart Elementary will provide professional development that meet the needs of the school and individual teachers.	<b>Objective Met 03/15/17</b>	<b>Hazel Wallace</b>	<b>05/31/2017</b>
Action(s)	Created Date				
1	5/23/16	Stewart Elementary will provide professional development that focuses on teaching strategies from Skillful Teacher and content knowledge from district adopted curriculum. Techniques used to provide the support will be based upon individual needs, group needs and school needs.	Complete 01/13/2017	Hazel Wallace	01/31/2017
		<i>Notes:</i> The leadership team continues to monitor the need of specific professional development focus areas as the school year continues.			
2	5/23/16	School level professional developmental will be planned to accommodate the strategies used with adult learners.	Complete 01/13/2017	Hazel Wallace	01/31/2017
		<i>Notes:</i>			
3	5/23/16	Professional development activities will be reinforced during PLCs.	Complete 01/13/2017	Hazel Wallace	01/31/2017
		<i>Notes:</i>			
4	5/23/16	Members of the core leadership team will continue the observation feedback process to support continuous professional development topics.	Complete 01/13/2017	Hazel Wallace	01/31/2017
		<i>Notes:</i> Evidence can be found using the Observation/ Feedback process and ED-Reflect program.			

5	5/23/16	Conduct a yearly needs assessment to determine how teachers feel they are prepared in different pedagogical areas.	Complete 10/21/2016	Hazel Wallace	08/22/2016
		<i>Notes:</i> A survey was taken by staff and results were included in the forty-five day report.			
<b>Implementation:</b>			03/15/2017		
<b>Evidence</b>	3/15/2017	Evidence is the observation and feedback process as well as ED-reflect.			
<b>Experience</b>	3/15/2017	The leadership team spent time discussing professional development needs based upon data results from 2016-2017. Professional development was created to respond to the identified needs.			
<b>Sustainability</b>	3/15/2017	Professional development is an on-going process impacted by changes in staff and also new observation data.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Helping parents to help their children meet standards			
IG01		Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All special ed students receive updated progress in the mail for each 9 weeks , and annual reviews. Certain students receive daily classroom report cards. Certain classrooms are sending calendars. Phone calls are being made for good and bad behavior as well as academically. 3rd grade math and literacy send out newsletters biweekly. Parent/teacher conferences, the school marquee is being updated as well as school news cast. An awards program where parents were invited.	Limited Development 10/26/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this is fully implemented every student will have a binder consisting of a newsletter, behavior calendar, homework folder, return to school and keep at home section to help with communication and organization. Positive parent contacts will be made each month.	<b>Objective Met 03/15/17</b>	<b>Renata Bryant</b>	<b>11/30/2016</b>
Action(s)	Created Date				
1	10/26/16	Materials will be ordered.	Complete 10/19/2016	Kathy Ray	10/27/2016
		Notes:			
2	10/26/16	Binders will be assembled.	Complete 12/12/2016	Renata Bryant	12/12/2016
		Notes:			
3	2/22/17	A letter will be sent to parents explaining the communication binder and expectations.	Complete 01/16/2017	Renata Bryant	01/16/2017
		Notes:			
4	10/26/16	Teachers will distribute binders to the students.	Complete 01/16/2017	Doreen Johnson	01/16/2017
		Notes:			
5	12/7/16	A faculty meeting will be held where expectation and procedures for the communication binders will be presented.	Complete 01/10/2017	Renata Bryant	01/10/2017
		Notes:			
<i>Implementation:</i>			03/15/2017		

<b>Evidence</b>	3/15/2017 Every student has a communication binder that includes a weekly newsletter, individual academic and conduct report and any additional information needed to communicate to parents.			
<b>Experience</b>	3/15/2017 The team was challenged by the amount of work acquired to assemble the large amount of binders needed for the student body.			
<b>Sustainability</b>	3/15/2017 We will continue to monitor the effectiveness of the binders and we will also maintain additional supplies to replenish when necessary.			

<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>IID06</b>	<b>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The leadership team at Stewart Elementary has utilized a data monitoring process based upon previous state assessments. Going forward, students' learning goals will be set by the proficiency targets of the state or student's growth by one year.	Limited Development 04/29/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		When this target is fully met, all students will have their individual learning goals based upon their results from previous state assessments. The leadership team will monitor students interim and unit assessments to monitor students progress. Data from unit, interim and state assessments will be evidence as well as minutes from leadership team meetings.	<b>Objective Met 03/15/17</b>	<b>Hazel Wallace</b>	<b>05/31/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	4/29/16	Leadership team will review the results of ACT Aspire and determine our school's learning goals.	Complete 10/21/2016	Hazel Wallace	08/26/2016
		<i>Notes:</i> Data is included in the first forty-five day report.			
2	4/29/16	The Leadership team will analyze student performance on ACT Aspire for each content area.	Complete 10/21/2016	Hazel Wallace	08/29/2016
		<i>Notes:</i>			
3	4/29/16	The leadership team will flag students in need of specific support.	Complete 10/21/2016	Hazel Wallace	08/29/2016
		<i>Notes:</i>			



4	4/29/16	The leadership team will inform and engage teachers of ACT Aspire student data.	Complete 10/25/2016	Hazel Wallace	09/12/2016
		<i>Notes:</i> ACT Aspire student data was shared with teachers during faculty meetings and PLCs.			
5	4/29/16	The leadership team will analyze interim assessment data after each assessment.	Complete 10/10/2016	Hazel Wallace	05/31/2017
		<i>Notes:</i> After each ACT Aspire interim, the leadership team and teachers analyze data to make next steps. Data days are scheduled in conjunction with the administering of interim assessments.			
<b>Implementation:</b>			03/15/2017		
<b>Evidence</b>	3/15/2017	Our forty-five day report for the first and second quarter is evidence that the leadership team has analyzed the ACT Aspire assessments as well as the interim assessments. Data notebooks are also evidence.			
<b>Experience</b>	3/15/2017	Analyzing student data (ACT Aspire and interim assessments) allows the leadership team and teachers to make the best informed decisions from the data.			
<b>Sustainability</b>	3/15/2017	The leadership team and teachers will continue to administer interim, classroom assessments and the ACT Aspire assessment. Therefore, we will continue to analyze data so that the best informed decisions can be made.			

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound classroom management			
IIIC08		All teachers display classroom rules and procedures in the classroom. (163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, some teachers are displaying classroom rules and procedures.	Limited Development 04/02/2014		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		All teachers will display classroom rules and procedures in the classrooms.	<b>Objective Met 03/15/17</b>	<b>Hazel Wallace</b>	<b>02/09/2016</b>
Action(s)	Created Date				
1	4/2/14	Bring awareness to the staff.	Complete 04/15/2014	Alice Chapple	04/15/2014
		<i>Notes:</i> Jumper sent out an email soliciting rules that are common through out the school. Johnson, Jumper and Chapple, with the staff, created 5 school wide rules that should be created with the children, rules and expectations taught and the posted in the classroom.			
2	5/1/14	Johnson, Jumper and Chapple will review teachers of IIIC08 (ALL teachers display classroom rules and procedures in the classroom.)	Complete 05/06/2014	Doreen Johnson	05/06/2014
		<i>Notes:</i>			
3	5/1/14	Teachers will be notified that focus walks will be conducted looking for the school wide rules displayed in classrooms.	Complete 09/02/2014	Doreen Johnson	09/02/2014
		<i>Notes:</i>			
4	5/1/14	Data will be collected with focus walks.	Complete 12/15/2015	Hazel Wallace	10/01/2014
		<i>Notes:</i>			
5	1/13/16	Bring awareness to the 2015-2016 staff in faculty meeting.	Complete 02/16/2016	Becky McKissick	01/19/2016
		<i>Notes:</i> Highlight the wiseways and inform the staff.			
6	1/13/16	Review IIIC08.	Complete 02/16/2016	Becky McKissick	01/19/2016
		<i>Notes:</i>			
7	1/13/16	Inform staff that focus walks will be conducted collecting data.	Complete 02/16/2016	Becky McKissick	01/19/2016
		<i>Notes:</i>			
8	1/13/16	Focus Walks will be conducted to collect data.	Complete 08/31/2016	Hazel Wallace	02/09/2016

Notes: Data was collected by focus walks and feedback was provided as needed.

<b>Implementation:</b>		03/15/2017		
<b>Evidence</b>	3/15/2017 Data from the walk-through documentation as well as classroom anchor charts in each classroom.			
<b>Experience</b>	3/15/2017 Beginning 2015-2016 school year, Stewart Elementary implemented the Responsive Classroom approach which has a component requiring teachers to display rules, rewards and consequences.			
<b>Sustainability</b>	3/15/2017 Classroom walk-throughs will be conducted during the first two weeks of school determining whether the requirements have been met. New teachers will be trained in the Responsive Classroom philosophy.			