Comprehensive Progress Report

Mission: The mission of Smackover Elementary School is to provide a safe and caring environment that ensures ALL students can learn, grow, and succeed at high levels.

Vision:

The policies, programs, and practices of Smackover Elementary School reflect its commitment to helping ALL students succeed at high levels.

Goals:

! = Past Due Objectives	KEY = Key Indicator			

Core Function:	**Curriculum, Assessment, and Instructional Planning**			
Effective Practice:	**Engage teachers in aligning instruction with standards and benchmarks**			
! **IIA01**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	• PLC grade level teams meet weekly • Grade level teams are currently choosing essential standard • Grade level teams plan together to form common lesson plans	Limited Development 11/30/2021		
How it will look when fully met:	Teachers will create CFA's from essentials standards. CFA data will be used to drive instruction and PLC meetings.		**Gary Steelman**	**05/27/2022**
Actions		0 of 1 (0%)		
12/1/21	Teachers will review curriculum and choose an essential standards.		SES Team Leaders	05/27/2022
Notes:				

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	**Assess student learning frequently with standards-based assessments**			
! **IID09**	**Instructional Teams use student learning data to plan instruction. (107)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	• CFA's will be developed throughout the year for our essential standards. • CFA data will be reviewed by grade level teams to lead instructional planning. • Students will take screeners through Renaissance periodically in ELA and math.	Limited Development 12/01/2021		
How it will look when fully met:	CFA's will be institutionalized, and data gathered will be reviewed upon completion to drive instruction. Intervention/enrichment will be given based on CFA data.		**Gary Steelman**	**05/27/2022**
Actions		**0 of 1 (0%)**		
12/1/21	CFA's will be created for each essential standard per grade level in ELA and Math.		Grade Level Team Leaders	05/27/2022
Notes:				
IID10	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Leadership and grade level teams will use data wall that will include information from assessments to determine next steps in instruction and intervention needs for individual and groups of students. Teachers will also utilize a data notebook to keep track of progress of students, and snapshots of the current levels of students.	Limited Development 04/23/2019		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Teachers will be using data wall and data notebooks to drive their instruction; thus having fewer students receiving interventions.	**Objective Met 10/06/20**	**Meghan Preston**	**05/24/2022**
Actions				
4/23/19	In K-2, data from Renaissance Testing, CORE and PAST assessments, and DRA test will be used to determine areas of need, and areas of proficiency.	Complete 05/24/2019	Holly Strickland	05/24/2020
Notes:				

4/23/19	In grades 3 and 4, data from ACT Aspire and writing prompts will be used to determine areas of need and proficiency for students.	Complete 05/24/2019	Holly Strickland	05/24/2020
Notes:				
4/23/19	All grades will use a data wall and data notebook to track students, guide instruction, and determine students in need of skills.	Complete 05/24/2019	Holly Strickland	05/24/2020
Notes:				
5/3/21	School literacy plan	Complete 06/01/2023	Meghan Preston	06/09/2021
Notes:	Smackover Elementary School - https://docs.google.com/document/d/1tqlIH8xU8kAsURulJqTjk_ij3i6Ib w8mt_vNRLmioUM/edit?usp=sharing			
Implementation:		10/06/2020		
Evidence	10/6/2020 Data from campus data wall has been transferred to 19-20 data wall for teachers to continue to monitor/track progress.			
Experience	10/6/2020 Leadership and instructional teams used a campus data wall to determine student needs.			
Sustainability	10/6/2020 Teachers used data notebooks and campus data wall to track progress of students.			

Core Function:	Family Engagement in a School Community			
Effective Practice:	**Provide two-way, school-home communication linked to learning**			
! **FE05**	**The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Parents are encouraged to attend parent/teacher conferences. Classroom teachers utilize a variety of communication methods such as Class Dojo/Class Tag as well as paper newsletters. The school utilizes a Facebook page to communicate and share school information.	Limited Development 04/14/2021		
How it will look when fully met:	When this is fully implemented, communication will flow between teacher and parent and parent and teacher. Strong relationships will be built, and a true representation of our school population of parents will be represented on committees.		**Jennifer Muckelrath**	**05/30/2022**
Actions		**0 of 1 (0%)**		
4/14/21	Parent representation on the Campus Indistar Committee will reflect the demographics of our school population.		Shannon Black	05/30/2022
Notes:				

Core Function:	Student-Focused Learning			
Effective Practice:	**Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path**			
	BL01	**All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		• Students are being taught the use of online resources including Buzz (Lincoln Learning), google classroom, Khan Academy, and other digital content as determined by the teacher. • AMI packets are being created to bridge face to face instruction with virtual instruction. • The following digital content will be used as part of our comprehensive learning management system (LMS): Google Classroom, Google Meet, Google Classroom, Google Meet, Google Calendar, Gmail, and Buzz (Lincoln Learning). • Assistant principal will attend train-the-trainer sessions presented by Arkansas Public School Resource Center, and follow up with training and support for the staff throughout the year. • Teachers will utilize remote learning tools on a weekly basis to ensure that students have mastered logging into the LMS, accessing digital content, and submitting assignments remotely. • Provide 1:1 technology	Limited Development 10/06/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		• Parents will be able to help children meet standards through use of the online resources. • Students will be able to independently use online resources in the event we move to virtual instruction, due to teachers utilizing these tools on a weekly basis.	**Objective Met 10/29/21**	**Shannon Black**	**06/01/2021**
Actions					
	10/7/20	Use of online resources including Buzz (Lincoln Learning), google classroom, Khan Academy, and other digital content as determined by the teacher	Complete 06/09/2021	Shannon Black	06/01/2021
	Notes:				
	10/7/20	AMI packets will be developed to bridge face to face instruction with virtual instruction.	Complete 06/09/2021	Meghan Preston	06/01/2021
	Notes:				

	10/7/20	The following digital content will be used as part of our comprehensive learning management system (LMS): Google Classroom, Google Meet, Google Classroom, Google Meet, Google Calendar, Gmail, and Buzz (Lincoln Learning).	**Complete 06/09/2021**	Shannon Black	06/01/2021
Notes:					
	10/7/20	Assistant principal will attend train-the-trainer sessions presented by Arkansas Public School Resource Center, and follow up with training and support for the staff throughout the year.	**Complete 06/09/2021**	Shannon Black	06/01/2021
Notes:					
	10/7/20	Teachers will utilize remote learning tools on a weekly basis to ensure that students have mastered logging into the LMS, accessing digital content, and submitting assignments remotely.	**Complete 06/09/2021**	Meghan Preston	06/01/2021
Notes:					
	10/7/20	Provide 1:1 technology	**Complete 10/07/2020**	Holly Strickland	06/01/2021
Notes:					
	4/14/21	For the 2021-2022 school year, SES will monitor and determine what ongoing training and support is needed for staff, students, and parents.	**Complete 10/29/2021**	Shannon Black	05/31/2022
Notes:					
Implementation:			10/29/2021		
Evidence	10/29/2021 PD training documentation				
Experience	10/29/2021 No more training is necessary.				
Sustainability	10/29/2021				