


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			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Alma Spikes has instructional teams that meet at regularly scheduled, predetermined times. The teams of grade level teachers meet one hour weekly and once a month for a half day. We currently have a leadership team in place, that has met two times this year.	Limited Development 11/11/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Steering team will meet the Friday before and the Friday after monthly grade level PLCs. Paras will attend monthly grade level PLC meetings to review interventions for students with classroom teachers. Activity teachers will attend monthly grade level PLC meetings to align and plan curriculum for activity classes to connect with classroom learning. Agendas and minutes will be documentation of this goal completion.	Objective Met 02/17/17	Shawn Carter	02/02/2016
Action(s)	Created Date				
1	2/17/17	A document listing team members is created and updated at the start of each year.	Complete 08/11/2016	Shawn Carter	08/11/2016

Notes: Team members need to be aware of the committees/teams they are a part of and what the expectations are for the teams.
Teams can change from year to year.

Implementation:		02/17/2017		
Evidence	<p>2/17/2017 Evidence is given in the Alma Spikes Team document and in team meeting agendas.</p>			
Experience	<p>2/17/2017 A team structure was already in place. Teams have met more frequently and have been utilized more.</p>			
Sustainability	<p>2/17/2017 We must continue calling on the teams expertise and skills to work for school success. We must make sure that all participate and are aware of the team expectations of which they are a member.</p>			

ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A leadership team consisting of the principal, grade level representatives, and the two ACSIP chairs is established, however the team does not meet regularly.	Limited Development 11/13/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Steering team will meet the Friday before grade level PLCs and the Friday after all grade level PLCs meet. Meeting minutes and agendas will be documentation.	Objective Met 02/17/17	Shawnee DuBois	01/29/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	2/17/17	A team consisting of one teacher from each grade level, one paraprofessional, one activity teacher, one support staff member, Indistar chairperson, and building principal will be formed. A time will be set up for meetings.	Complete 08/11/2016	Shawnee DuBois	05/26/2017
<i>Notes:</i> Committee members were asked what days and times were best for them to meet. The general consensus was to meet Friday afternoons twice monthly. The members of the team are responsible for representing and reporting to their respective areas within the school.					
<i>Implementation:</i>			02/17/2017		
<i>Evidence</i>		2/17/2017 The team document and agendas will provide evidence that this objective has been met.			
<i>Experience</i>		2/17/2017 It has been very difficult to meet twice a month and have all members present due to a range of conflicting schedules and meetings. Forming the team went well.			
<i>Sustainability</i>		2/17/2017 We will need to stay proactive in scheduling and meeting with our peers.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
!	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The results of classroom observations are not discussed as a whole with faculty and staff. The results are only discussed between the principal and the teacher observed.	No Development 11/13/2015		
<i>How it will look when fully met:</i>		<p>During the last January Steering team meeting, data gathered for classroom observations will be presented and discussed by the steering team. Focusing on needed Professional Development identified during observations.</p> <p>Steering Team members will present findings to grade level PLCs and gather input to bring back to Steering Team.</p> <p>Documentation will be the data presented and data gathered from PLCs.</p>		Carla Wiseman	11/18/2016
Action(s)	Created Date		0 of 1 (0%)		
1	3/6/17	Mr. Carter will prepare results of classroom observations. The steering committee will review the results and determine areas of strengths and weaknesses.		Shawn Carter	05/26/2017
<i>Notes:</i> We created a formal classroom observation data sheet in Mr. Carter's Google Drive showing the results of his classroom observations.					

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>		Alma Spikes has an afterschool tutoring program for students with identified needs. The school also employs paraprofessionals to assist in classroom interventions. Paraprofessional's time and instruction is monitored. However, progress from tutoring is not monitored.	Limited Development 11/13/2015		
<i>How it will look when fully met:</i>		<p>Students are identified using classroom data forms in 1st and 2nd. Kindergarten will use the TAC rubric to identify students for tutoring and interventions.</p> <p>Monitoring will be two times a year. Once at the end of 1st semester and once at the end of the year. Monitoring Classroom Data forms and TAC rubric will determine student progress.</p> <p>Tutors and Para professionals will implement interventions, guided by teacher outlines and lesson plans.</p> <p>Documentation will be data forms, TAC rubrics, lesson plans, outlines.</p>		Kristen Orick	05/31/2016
Action(s)	Created Date		0 of 1 (0%)		
1	3/6/17	The team will review classroom data sheets to determine effectiveness of extended learning time programs and other strategies related to school improvement. A tutoring progress monitoring document will be created to compare progress among all students, students attending tutoring, and offered tutoring but declined.		Elizabeth Sparks	05/26/2017
<p><i>Notes:</i> This years results will be harder to compare due to classroom data sheet criteria changing mid year.</p>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing student learning frequently with standards-based assessments			
!	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Alma Spikes we use the following assessments three times a year (beginning, middle, and end of year): DIBELS, NWEA (MAP), and EasyCBM. Results are not reviewed as grade levels. However, progress for NWEA is monitored and students are rewarded for progress made.	Limited Development 11/13/2015		
<i>How it will look when fully met:</i>		The tests taken three times each year are NWEA and DIBELS. Compass takes the results of the NWEA and gives each student an individualized learning path. The data team will review scores and report back to grade level PLCs. With this information the grade level PLCs will determine adjustments in curriculum and instruction for students performing below, at and above grade level. The RTI team will review the data to determine placement in Tier I, II, or III, if necessary. Students who fall into Tier I will be identified to classroom teachers and receive classroom interventions. Students who fall into Tier II will be identified to classroom teachers and receive interventions two times a week in the RTI classroom. Students who fall into Tier III will be identified to classroom teachers and receive interventions four times a week in the RTI classroom.		Blaire O'Donnell	08/17/2017
Action(s)	Created Date		0 of 1 (0%)		
1	2/17/17	NWEA and DIBELS are given three times per year. The scores will be added to a document and results will be used for placement in tutoring and RTI.		Blaire O'Donnell	05/17/2016
<i>Notes:</i> All scores will be placed in the building wide document under the appropriate testing dates (fall, winter, and spring). We created in August of 2015 and it was updated in August of 2016 to include math scores and DIBELS NEXT scores.					