

Comprehensive Progress Report

Mission: Inspire students. Engage community. Prepare graduates.

Vision: To be a collaborative community of life-long-learners and independent thinkers who strive beyond academic excellence and contribute to our society, our world, and our future.

Goals:
All students will make significant growth toward academic proficiency and will demonstrate leadership characteristics in their classroom, in their school, and in their community as a whole. Support the personal growth of each student by providing integrated opportunities for students to develop effective personal, social, and technology skills.



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID10	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)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	The Leadership team does not see the data at this time. Testing data is collected and disaggregated for the ACT, ACTAspire, STAR Math and STAR Reading, and the parent survey. This information, however, has not been shared with the leadership team or with the faculty as a whole. Data is also gathered via classroom observation, but the information is not aggregated or shared with the leadership team at this time.	Limited Development 10/27/2015			
<i>How it will look when fully met:</i>	When this objective is fully met 1. The leadership committee and the faculty as a whole will be able to identify the strengths and weaknesses that our data reveals about both teaching and learning in our school. 2. The leadership team and the faculty as a whole will be able to identify the resources available and the steps being taken to address deficits in teaching and learning. 3. Professional development will be planned that clearly addresses the key identified weaknesses in both teaching and learning.		Rodney Rowland	05/01/2020	
Actions		4 of 7 (57%)			
10/27/16	Testing and perception data will be disaggregated.	Complete 09/30/2016	Nicole Bledsoe	09/30/2016	
	<i>Notes:</i> ACT and ACTAspire data is available from the counselors and from Mrs. J. Smith. This data must be taken care of by this date because that is when it must be incorporated into the ACSIP plan. However, the committee noted that this data would be much more helpful if shared with leadership teams and with the faculty as a whole prior to the start of the school year.				
10/27/16	Contact administration and obtain either a report or a summary statement on the strengths and weaknesses of teaching in our school based on 2015/2016 classroom observation.	Complete 11/16/2016	Tammy Taylor	11/30/2016	
	<i>Notes:</i> This data is gathered yearly but no summary statement or report is given to help the leadership team plan meaningful and data driven professional development opportunities. We are uncertain if there is a report option and this data is sensitive and private. It is reasonable to ask admin. to simply write a summary statement identifying key weakness and strengths in our instruction as a school.				

10/27/16	Testing and perception data will be shared with the leadership team who will then share this information with the faculty - either through department meetings or in a faculty focus meeting.	Complete 11/17/2016	Nicole Bledsoe	12/23/2016
	<i>Notes:</i> Mr. Torix wants to be present when the data is shared. While our goal this year is to share the data before we leave for Christmas, it is noted that this data would be most useful to the leadership team and the faculty as a whole if it were part of the August faculty inservice.			
10/27/16	The identified strengths and weakness in instruction at our school will be shared with the faculty through a faculty focus meeting.	Complete 11/17/2016	Tammy Taylor	01/09/2017
	<i>Notes:</i> While this is a goal for getting the data to teachers and the leadership committee for this year, we would, in the future, like to get this information at the end of the relevant school year to guide professional development choices.			
10/27/16	The leadership team will make a recommendation regarding professional development opportunities to the administration and the faculty based on the data from testing, surveys, and classroom observations.		Rodney Rowland	05/01/2020
	<i>Notes:</i> While there is a district committee for planning professional development, the leadership's recommendations would focus on professional development geared towards our identified weaknesses and it will be funded through ACSIP. 1/23/17 - Rodney Rowland said he has been looking at some things and will prepare a basic proposal			
3/6/18	After the third year of ACT Aspire data, we will use our baseline score to assess targeted areas for professional development needs.		Melissa Puckett	05/01/2020
	<i>Notes:</i> Fully implemented			
1/14/19	Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School. The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Meet with campus administrators and leadership teams to use the student data to guide Strategic Plans/School Improvement Plans to achieve growth on the ESSA School Index Score. Local, State, and Federal funds will be used to continue the evidenced based measures that showed benefits to student growth and support new goals. Summative ACT Aspire data will be used as evidence of growth and/or to identify continued areas in need of improvement.		Patricia Jackson	05/01/2020
	<i>Notes:</i>			