Comprehensive Progress Report

Mission: The mission of Smackover Elementary School is to provide a safe and caring environment where all students can learn, grow, and succeed.

Vision:

Goals:

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	**Assess student learning frequently with standards-based assessments**			
	IID07	**The Leadership Team monitors school-level student learning data. (105)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	At this time, the Leadership Team routinely reviews student data for ACT Aspire Interim Assessments, Writing Interims, DIBELS, and K-2 Reading Levels.	Limited Development 10/11/2017		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All members of the Leadership Team will play an active role in gathering student data for the team to review. After reviewing data, the team will make decisions and implement plans to help promote student growth and success.	**Objective Met 05/13/19**	**Jennifer Muckelrath**	**05/03/2019**
Actions				
10/17/17	The school leadership team will review Renaissance data, including Early Literacy, Star Reading, and Star Math.	Complete 10/23/2017	Jennifer Muckelrath	11/24/2017
Notes:				
11/8/17	The Leadership Team will review the data for our October ACT Aspire Interims.	Complete 11/13/2017	Jennifer Muckelrath	12/20/2017
Notes:				

2/15/18	The Leadership Team will review 2017 ACT Aspire results to determine who our "bubble" students are in each area tested.	Complete 02/15/2018	Jennifer Muckelrath	01/15/2018
Notes:				
2/15/18	The leadership team will review our ACT Aspire Interim II data for grades 3rd-5th.	Complete 01/19/2018	Jennifer Muckelrath	01/31/2018
Notes:				
2/15/18	The Leadership Team will review data collected from ACT Aspire, ACT Aspire Interim II, students reading below grade level, percentage of students receiving a reading intervention, percentage of students who were @/some risk on dibels mid-year, and percentage of students who did not met the benchmark on the Star Reading and Star Math test. After reviewing the data, the team will select a focus for the 2018-2019 school year.	Complete 05/13/2019	Jennifer Muckelrath	03/30/2018
Notes:				
Implementation:		05/13/2019		
Evidence	5/13/2019 We have had a leadership meeting following each testing cycle to discuss the results of the test.			
Experience	5/13/2019 We have had meetings throughout this year focused on aggregating data of Renaissance and ACT Aspire Data.			
Sustainability	5/13/2019 We will continue to meet in leadership team meetings in the 2019-2020 about testing data.			

	IID09	Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In grades 3-5, we currently give the ACT Aspire Interim assessments. Teachers use that data to reteach or move forward with instruction. In grades K-2, we currently use running records weekly to determine the next steps for our small group instruction. We also give writing assessments and score with a rubric to determine what mini-lessons need to be taught, and how we can group our students during writing instruction.	Limited Development 03/28/2018		
How it will look when fully met:		All classroom teachers will independently use student learning data to drive their decision making while planning instruction.		**Jennifer Muckelrath**	**05/31/2021**
Actions			**2 of 6 (33%)**		
	4/19/18	Third through fifth grade teachers will complete a book study on Kids Deserve It! by Todd Nesloney and Adam Welcome.	Complete 05/13/2019	Holly Strickland	05/20/2019
	Notes:				
	4/19/18	Classroom walk-throughs will be done on a routine basis by the principal, assistant principal, and instructional facilitator.		Holly Strickland	05/20/2020
	Notes:				
	4/19/18	In Kindergarten, the developmental reading assessment will be given to students once they show readiness and proficiency according to their PAST and CORE assessments. In First Grade, students will be given the developmental reading assessment at the end of the first semester unless they show readiness sooner from the results of their PAST and CORE assessments. In Second Grade, students will be given the developmental reading assessment beginning at the end of the first quarter.	Complete 05/13/2019	Meghan Preston	05/20/2020
	Notes:				
	4/19/18	Third and Fourth grade teachers will assess students with one constructed response in all content areas at least every two weeks and take a grade on them.		Meghan Preston	05/20/2020
	Notes:				

				Implementation Status	Assigned To	Target Date
	4/19/18	Second grade will assess students at least every two weeks on the skill taught during the read aloud with a strategy based mini-lesson using a constructed response and a grade will be taken.			Meghan Preston	05/20/2020
	Notes:					
	4/19/18	Kindergarten through fourth grade teachers will use writing checklists to score writing weekly. Grades will be taken on the scored pieces.			Meghan Preston	05/20/2020
	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		
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.		**Meghan Preston**	**05/24/2019**
Actions				**1 of 3 (33%)**		
	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.			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.			Holly Strickland	05/24/2020
	Notes:					

Core Function:	Family Engagement in a School Community			
Effective Practice:	**Explain and communicate the purpose and practices of the school community**			
FE01	**Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	At this time, no parent/family representatives meet with the school leadership team to discuss or plan for matters related to family-school relations.	No Development 10/17/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Parents/family and school staff working as a team to better support student achievement.	**Objective Met 05/14/19**	**Jennifer Muckelrath**	**05/03/2019**
Actions				
10/17/17	Leadership team members to attend the Parental Engagement training at the co-op.	Complete 10/12/2017	Jennifer Muckelrath	10/27/2017
Notes:				
10/17/17	Contact parents/family members that are willing to participate on the school leadership team.	Complete 11/06/2017	Ruth Strauch	11/30/2017
Notes:				
2/15/18	The Leadership Team will review our Family Engagement Diagnostic Analysis.	Complete 11/13/2017	Jennifer Muckelrath	12/30/2017
Notes:				
2/15/18	The Leadership Team will review One Way and Two Way communication that is used to inform parents.	Complete 12/15/2017	Jennifer Muckelrath	01/19/2018
Notes:				
11/8/17	The Family Engagement Committee will meet with parent volunteers to discuss Christmas Family Night activities.	Complete 12/05/2017	Jennifer Muckelrath	01/30/2018
Notes:				
2/15/18	The Leadership Team will review our family engagement activities for the 2017-2018 school year.	Complete 05/11/2018	Jennifer Muckelrath	09/30/2018
Notes:				
Implementation:		05/14/2019		
Evidence	5/14/2019 We reviewed a family engagement plan with parents and teachers on the committee to seek ways to improve family engagement within the school.			

Experience	5/14/2019 Parents were invited into the classroom by classroom teachers to learn from the teachers about how to extend the learning at home.			
Sustainability	5/14/2019 One and two way communication with parents through newsletters, home-school communication folders, and through social media.			

Core Function:	Family Engagement in a School Community			
Effective Practice:	**Provide two-way, school-home communication linked to learning**			
FE06	**The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently, we keep our parents/families informed through the following ways: 1. district-wide blog 2. PTO Facebook 3. Student Planners 4. Newsletters 5. Remind 101 6. Alert System 7. Office Notes sent home in home-school connection folder 8. Parent/Teacher Conferences 9. Phone Calls	Limited Development 03/28/2018		
How it will look when fully met:	Each classroom teacher and support staff member will regularly communicate with parents/families about their expectations of them and areas where they can help support their child's learning at home.		**Meghan Preston**	**05/31/2020**
Actions		**3 of 4 (75%)**		
4/19/18	Each grade level will present during at least one PTO program during the school year.	Complete 05/14/2019	Jennifer Muckelrath	05/20/2019
Notes:				
4/19/18	Each grade level will host at least one family event per school year.	Complete 05/14/2019	Jennifer Muckelrath	05/20/2020
Notes:				
4/19/18	There will be at least one school wide family engagement event per school year.	Complete 05/14/2019	Jennifer Muckelrath	05/20/2020

Notes:				
4/19/18	Each grade level will have some type of communication with parents that goes home daily or weekly. Examples: folders, planners, Dojo, Remind 101, etc.		Meghan Preston	05/20/2020
Notes:				