

Comprehensive Progress Report

Mission:

The mission of Jim Stone Elementary is to provide an exemplary learning environment that meets the unique needs of each student. It is our goal to instill in them the desire to become life-long learners and prepare them to meet the challenges of an ever changing technological world.

Goals:

Jim Stone Elementary will implement a school wide intervention time to address students individualized needs by the end of the 2016-2017 school year.

Jim Stone Elementary will utilize cadres to foster our school climate with regard to curriculum & instruction, school safety, character education, and community outreach.

Jim Stone Elementary will increase the number of students on grade level in Literacy by 10 % by the end of the 2016-2017 school year.



! = 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>		We have had previous experience in team implementation in the past with ACSIP.	Limited Development 09/11/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		We will have fully functioning teams that will work to complete the overall goals. (1) These teams will have tasks assigned and will have roles such as facilitator, note taker, time-keeper and reporter as needed. (2) Teams will be expected to report back to the school team at meetings and work continually on assigned/chosen indicator. (3) Teams will be explained their function as a portion of the school-wide team. (4) The process of team assignments will be included in the teacher handbook.		Mark Lewis	12/07/2015
<i>Action(s)</i>	<i>Created Date</i>		2 of 3 (67%)		
1	9/11/15	The principal will select members for the leadership team and explain to them their function. All similar teams will be established in the same manner.	Complete 11/10/2015	Mark Lewis	09/18/2015
		<i>Notes:</i> When meeting was held, each member was given roles and responsibilities. The Leadership Team goes out and explains the role of the Instructional Teams to all members.			
2	11/20/15	Teams will document roles within each meeting and report such on their agendas.		Kristy Bentley	05/30/2016
		<i>Notes:</i> Each team develops an agenda, maintains documentation from meeting, and indicates roles and responsibilities.			
3	11/20/15	The team assignments will be posted in the faculty handbook and update/revisited at least annually.	Complete 01/12/2016	Mark Lewis	01/12/2016
		<i>Notes:</i> The 2015-16 assignments have been documented and monthly meetings have taken place.			
<i>Implementation:</i>			11/20/2015		

Evidence	11/20/2015 Leadership team has meet three times with documented successes. Instructional teams are formed and have been given their responsibilities.			
Experience	11/20/2015 This was a positive experience. We form teams each year, but this leadership team is focused on the indicators to create a more systemic plan.			
Sustainability	11/20/2015 We will continue to meet with fidelity to communicate our plan. Instructional teams and Leadership will set timelines to meet and report back on indicator progress.			
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All teams and co-teams have been shown the agenda and are aware that an agenda is needed for each meeting.	Limited Development 11/05/2015		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Each meeting will be guided by an agenda which entails past meeting notes being provided before the meeting as well as current agenda items. Team members will be provided either electronic or hard copies of meeting agendas before meetings take place. Agendas will not have too much to cover in that there are always time restrictions. As meetings are held, notes will be taken on the work being done and ideas that are specifically geared toward the agenda item. Time keepers will be used so that meetings stay on task and limited bird-walking occurs.	Objective Met 03/11/16	Kristy Bentley	05/30/2016
Action(s)	Created Date			
1	1/11/16	Prepare a blank agenda/template on Google Classroom with directions	Complete 01/06/2016	Stacy Hammons
Notes: Loaded onto google classroom for all to access.				01/07/2016

2	1/11/16	Put Google Calendar on Google Classroom to make sure we have all agendas turned in on time.	Complete 01/06/2016	Stacy Hammons	01/11/2016	
		Notes: easy to operate, should be able to plug into the calendar and set to remind teachers/teams Mr. Lewis set a repeated reminder of Indistar Meetings. It is also placed on our Weekly Schedule that Mr. Lewis sends to teachers.				
3	1/11/16	Send and email and reminders as to how to use the forms and reminders to turn in agenda as teams meet	Complete 01/06/2016	Kristy Bentley	01/15/2016	
		Notes: Email and reminders of Indistar meetings are on Google Classroom, weekly schedule emailed to staff by Mr. Lewis, and on our faculty "Toilet Paper" reminders in the bathroom.				
Implementation:			03/11/2016			
Evidence		3/11/2016 The agendas and the meeting minutes have been turned into the Process Manager and entered into the Indistar System.				
Experience		3/11/2016 The agendas provided a clear direction for meetings and allowed meeting to be more focused and productive.				
Sustainability		3/11/2016 Teachers will continue to work with the agendas in Google Classroom, and continue to periodically remind teachers to use it. Agendas and Minutes will continue to be turned into the Process Manager.				
		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
Initial Assessment:		The committee is working to make the 2X monthly meetings lasting an hour each with fidelity.	Limited Development 11/05/2015			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Documentation will be kept of leadership team meetings which will indicate length of meetings and agenda notes.	Objective Met 03/12/17	Mark Lewis	05/25/2017	
Action(s)	Created Date					
1	3/11/16	The leadership will team will meet monthly or more as needed to work on indicator progress.	Complete 12/16/2016	Mark Lewis	12/16/2016	
		Notes: The principal will assign dates for monthly meetings in Outlook Calendar.				

2	9/21/16	Calendar invites will be created to remind Indistar Leadership Team of upcoming meetings.	Complete 09/06/2016	Mr. Lewis	09/06/2016
<i>Notes:</i> Mr. Lewis set up automatic reminders on staff email.					
3	9/21/16	Indistar Leadership Committee members will email Committee chair of items they would like to put on the Agenda for the next meeting.	Complete 09/06/2016	Angela Ladd	09/06/2016
<i>Notes:</i> The Leadership members have been communicating with the Chair of items or indicators that they would like to discuss at the next meeting.					
4	9/21/16	Indistar Committee Chair will complete Agenda two days in advance for the team to review prior to meeting.	Complete 09/09/2016	Angela Ladd	09/06/2016
<i>Notes:</i> The agenda is completed in advance and is available for the Indistar Committee members review prior to the Meeting.					
Implementation:			03/12/2017		
Evidence	3/12/2017	Meeting reminders are on Outlook, and meeting agenda and minutes are documentation in Indistar that this objective is fully implemented.			
Experience	3/12/2017	The team met monthly to discuss indicator work.			
Sustainability	3/12/2017	The team will continue to meet monthly to discuss indicator work. The team will continue to email the chair if they wish to add items to the agenda. The committee chair will continue to add itens to the agenda.			

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
Initial Assessment:		The fourth grade instructional team has been given responsibility for this indicator. We do not currently use peer observations but are open to considering this as a procedure.	No Development 11/10/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		The Leadership Team will review faculty strengths and needs when planning for professional development.	Objective Met 03/30/17	Mark Lewis	05/12/2017
Action(s)	Created Date				
1	3/2/16	An Observation Summary Sheet will be created for principals to use during their observations.	Complete 02/07/2017	Molly Loop	02/07/2017

		<i>Notes:</i> The Indistar Committee developed an Observation Summary Sheet for the principal and assistance principal to use for documentation of strengths and needs when conducting classroom observations.			
2	3/2/16	Principals will briefly visit each classroom monthly.	Complete 03/17/2017	Mark Lewis	05/12/2017
		<i>Notes:</i> Principals are visiting each classroom as least monthly and using the Classroom Observation form to record strengths and areas of need.			
3	3/2/16	Principals will share the Observation Summary Sheet with the Leadership Team to guide professional development.	Complete 03/17/2017	Mark Lewis	05/26/2017
		<i>Notes:</i> The principals will give completed forms to the Indistar Leadership Team. The team will review the recorded data to determine building wide strengths and areas of growth. The Leadership Team will use these areas of growth to guide Professional Development for staff for the 2017-2018 school year.			
Implementation:			03/30/2017		
Evidence	3/30/2017	Visits, and notes regarding what components were seen/not seen.			
Experience	3/30/2017	This year we focused on not only getting into classrooms but also having a checklist, independent of teacher names or grades, that helped us to track what we saw regarding TESS components.			
Sustainability	3/30/2017	Ongoing consistent visits and professional development to tailor instruction to deficit areas.			

!	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers develop a Professional Growth Plan. We need to implement a more individualized growth plan based on our weaknesses, and areas of improvement, found during principal observations and conferencing.	Limited Development 11/10/2015		
<i>How it will look when fully met:</i>		Administrators will conduct informal classroom observations during the spring semester. Written/typed notes will be submitted to teachers indicating area of both strength and growth according to the TESS domains. Teachers will be given at least 2 days to review the notes and develop ideas for PGP for the upcoming year. Post-observation meetings will be held no more than 2 days after the observation. During the meetings, the administrators and teachers will together decide on a professional growth plan for the upcoming year based on all yearly observations including formal, informal, and drop-ins. Evidence will be found in BloomBoard observation and post-meeting notes.		Molly Loop	05/30/2016
Action(s)	Created Date		1 of 3 (33%)		
1	11/18/15	Administrators will conduct classroom observations during the fall semester and submit notes to observed teacher.	Complete 03/11/2016	Molly Loop	05/30/2016
<i>Notes:</i> Team member will see that administrators are completing observations					
2	11/18/15	Administrator and teacher will hold post-observation meeting to discuss areas of strength and growth.		Molly Loop	05/30/2016
<i>Notes:</i> Team member will see that meetings are held prior to spring observations					
3	11/18/15	Administrator and teacher will review all observations from the current year to identify areas of target for Professional Growth Plan for the upcoming year.		Molly Loop	05/30/2016
<i>Notes:</i> Team member will see that all teachers have created a Professional Growth Plan based on observations					
	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>		Jim Stone Elementary effectively implements this indicator by conducting Professional Learning Communities every two weeks. During these PLC's, we utilize a digital assessment wall to track student growth and needs to differentiate our instruction to meet student's individual needs.	Full Implementation 11/10/2015		

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>		To make the best use of instructional time, we currently attempt to allow for at least a 90 minute literacy block with the ideal time being 180 minutes in order to allow teachers to engage learners in those reading skills that will transfer from one subject to another. We are also currently using the 40-60 minute computer lab time to provide extra help for students by placing a certified teacher in the lab to perform remedial/review lessons to students while the content teacher pulls students needing more intense interventions.	Limited Development 11/05/2015		
<i>How it will look when fully met:</i>		When this objective is met, students will be engaged in a 90-180 minute block of time allotted for literacy instruction in grades K-4. Evidence of this will be teacher schedules that denote the time for instruction as well as struggling learners will also be identified in each class with standard criteria so that they can receive intervention during computer lab time. The day/duration of the intervention will be noted by anecdotal records so that progress can be monitored.		Keisha Garland-Gibson	03/17/2016
Action(s)	Created Date		2 of 3 (67%)		
1	11/5/15	Create a computer lab schedule and pencil in co-teachers by using certified staff/activity teachers, so that the lower level strugglers can get added intervention while the higher level strugglers receive intervention from the second teacher	Complete 11/12/2015	Keisha Garland-Gibson	11/13/2015
		<i>Notes:</i> Computer schedule is completed and teachers have 2 visits per week with 1 visit being accompanied by another certified teacher (activity) that will run the lab and provid intervention from Lexia Lessons for students in the lab as needed. These lessons will be tailored to student needed and guided by the data from Lexia. This time allows the classroom teacher a chance to work with the lower students on their skills deficits as guided by Dibels data, and other evaluation data. Also to be guided by MobyMax and Lexia.			
2	1/8/16	Instructional team meet and identify where we are as a building K-4 in regards to 90 min blocks of instruction.	Complete 02/08/2016	Stephanie Lovelady	01/14/2016

		<p>Notes: During K PLC, the instructional team reviewed grade level blocks of literacy and math. The goal is to have 90 minute blocks of instructional time</p> <p>K: is at about 100 minutes of literacy instruction and 70 in math. Need to work to adjust for 90 minutes in math by August 2016.</p> <p>1st: Varies by teacher but need to have them look and adjust as needed</p> <p>2nd: 2 teachers have blocks and the other two are a bit more scattered</p>			
3	11/5/15	Gather teacher daily schedules and visit with them regarding the goal of 90-180 minutes of uninterrupted literacy time. Adjust schedules as needed to assure the success of the time allotted.		Keisha Garland-Gibson	08/12/2016
		<p>Notes: time varies by grade some interruptions occur due to pull out service and/or UbD figuring out how to find uninterrupted time is paramount to this being successful</p> <p>Working with each grade is a task, uninterrupted instructional time is the key which is tricky when there is so much to be completed included very detailed UbD materials/plans.</p>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Jim Stone Elementary administration works with the district to assure that all potential teacher candidates are highly-qualified. The district developed the process and the system of checks and balances begins with the central office. As a school, we check applications as they are turned in, as well as, thoroughly review any documentation including resumes, reference pages and transcripts to assure that candidates have the needed qualifications to teach here.	Full Implementation 11/05/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging 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:	All instructional staff use Charlotte Danielson's Understanding By Design. These written curriculum guides are aligned with state standards and benchmarks. Special Education teachers develop standards-based Individualized Education Plans, and participate in instructional team meetings to collaborate across content area and implement instruction that meets the needs of those students with special needs. Teachers meet regularly in their Professional Learning Communities to assess, share, reflect, and plan differentiated learning activities, as well as, utilize research-based resources.	Full Implementation 11/10/2015		
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Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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!	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
Initial Assessment:		The results of standards based assessments are brought to Professional Learning Communities. Results are discussed and teachers brainstorm on how to differentiate instruction so that it targets the needs of all students. Pre and Post tests are already in place for each grade, Kindergarten through 4th. The team is currently looking at implementing a mid-year assessment. Students receiving special education are placed in the least restrictive environment with the appropriate modifications, decided upon by the IEP team.	Limited Development 11/10/2015		
How it will look when fully met:		Agendas will document discussion of standard assessments and progress. Minutes will document discussion regarding differentiation to target the needs of all students.		Susan Birdsong	05/19/2017
Action(s)	Created Date		0 of 2 (0%)		
1	1/11/16	Each grade level will use district standard assessments to determine progress.		Susan Birdsong	05/30/2016
		<i>Notes:</i> Classroom teachers are giving district standard assessments as UBD indicates. They are using these, as well as, multiple other resources to determine student's strengths and areas of continued need. They are also using Diebels, DRA, data collection, report card rubrics, and Lexia.			
2	1/11/16	Teams will meet in monthly PLC meetings and analyze data and grades will plan for future instruction based on results.		Susan Birdsong	05/19/2017

Notes: Dibel data, reading passages, intervention notebooks will be used

This is an ongoing process, and the teacher's update the assessment wall continuously.

Core Function:	Classroom Instruction
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Effective Practice:	Expecting and monitoring sound instruction in a variety of modes
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	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The teachers are involved in district level teams in which they take a part in planning and aligning the standards, pedagogy and assessment that guides all instruction. Teacher representatives come back and share decisions/discussions with the rest of their core team in the building and it is implemented. The grade level teams meet bi-weekly, at the building, in Professional Learning Communities (PLC's) providing time to discuss new information and plan for units/lessons. Work necessary to continue this work is to always allow teachers leave time to go and plan with the district team and allow time in the building for teams to get together in PLC format in order to plan implementation.	Full Implementation 11/05/2015		

Core Function:	Family Engagement in a School Community
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Effective Practice:	Explain and communicate the purpose and practices of the school community
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	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The school has a parent center in the media center with materials available for parent check out. A Parental Involvement Coordinator is utilized to ensure compliance and to keep parents informed about school news, activities, and upcoming events. An open house is held at the beginning of each year, as well as, two parent teacher conferences informing parents of available resources and supports. Websites are available that provide parents with ways to help students at home, such as Lexia Learning, Reflex Math, and MobyMax. The school's parental involvement plan is given to each parent, and can also be located in school handbook and online. The school hosts a technology parent night each year. This years focus was informing parents about free library resources and how to access them from home to aide in student learning.	Full Implementation 11/10/2015		
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Core Function:	High School: Opportunity to Learn
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Effective Practice:	Ensure content mastery and graduation
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!	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	At the beginning of each school year, the principal makes a school report to the public to discuss smart core with the parents. Currently our school district tailors more towards upper grades with guidance and supports than our elementary grades.	Limited Development 11/10/2015		
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How it will look when fully met:	Students at each grade level will have been introduced to various career paths and the education necessary to obtain them. Students will be familiar with surrounding colleges and technical schools in which to consider for future plans, based upon developmental levels.		Raven Haynes	10/03/2016
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Action(s)	Created Date		2 of 7 (29%)		
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1	1/12/16	Counselor will gather information on career planning/educational placement	Complete 09/02/2016	Raven Haynes	04/29/2016
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Notes:		The counselor has gathered information on various future possibilities for our students. She has gathered continuing education information, as well as, information on varying trades and professions to incorporate into her counseling sessions with students.			
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2	1/12/16	Counselor will begin to create a lesson/unit for each grade that students are introduced to educational/career placement.	Complete 09/16/2016	Raven Haynes	09/16/2016
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		Notes: K--introduce educational system, begin talk of careers 1-2 work in pairs to eventually research/learn about career or college 3-4 research individually a career/college interested			
3	1/12/16	Counselor will implement the lesson/unit within the second semester of the school year.		Raven Haynes	04/24/2017
		Notes: Will begin planning/gathering information this fall and implement next school year (2016-2017). Counselor has begun to expose students to future possibilities of careers and college options during their counseling sessions.			
4	9/21/16	During counseling sessions, students in kindergarten through 2nd grade, will be able to increase their knowledge of college, career, and vocational opportunities.		Raven Haynes, Counselor	05/25/2017
		Notes: Counselor is implementing this during K, 1 and 2 bi-weekly counseling sessions.			
5	9/21/16	During counseling, students in the third and fourth grade will research jobs, careers, and colleges that are of interest to them.		Raven Haynes	05/25/2017
		Notes: Counselor is exposing 3rd and 4th grade students to future possibilities of colleges and career options.			
6	9/21/16	Counselor will host a "Career and College" day so students can represent the college or career path they are of interested in for their future.		Raven Haynes, Counselor	05/25/2017
		Notes: Date has been set for Career and College day. Students will dress up as what they want to be when they grow up or what college they would like to attend after high school. Teachers will also wear t-shirts representing the college that they attended.			
7	2/7/17	Parents of various occupations will be invited to Career and College day to discuss their job.		Raven Haynes	05/25/2017
		Notes: Counselor will invite some of our children's parents, grandparents, and/or guardians of varying careers and trades to come talk about their jobs during an assembly during the College and Career Day. April 3, 2017: A Kindergarten student's dad came to school to share about being a fire fighter with all four kindergarten classes. April 7, 2017: Baptist Health will be presenting to the 3rd and 4th grade classes.			