

Comprehensive Progress Report

Mission: To provide every student with an Education that is taught with Passion from the Perspective that every student will learn and be successful with the Purpose of preparing them for tomorrow’s opportunities.

Vision:

Goals:



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	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>		Teachers will complete Science of Reading Modules through IDEAS (Internet Delivered Education for Arkansas Schools). There are 18 Modules (18 hours) total in the "Awareness Cadre" that applies to the majority of the JHN teachers. All SPED teachers will receive RISE training in order to demonstrate proficiency in the Science of Reading.	Limited Development 06/13/2019		
<i>How it will look when fully met:</i>		All teachers will complete Modules 1-18 of the Science of Reading through IDEAS or through RISE training during summer and back-to-school sessions. An opportunity will be provided for teachers to complete the modules during back-to-school PD. Make-up opportunities for teachers that are absent will be provided.		Mike Nash	10/02/2020
Actions			1 of 2 (50%)		
	6/13/19	All teachers will complete Modules 1 & 2 on the Science of Reading in IDEAS.	Complete 10/05/2018	Charlotte Sandage	10/01/2018
<i>Notes:</i>					

6/13/19	All teachers will complete Science of Reading Modules 3 through 6 in IDEAS.		Charlotte Sandage	08/01/2019
<i>Notes:</i>				

Core Function:	Curriculum, Assessment, and Instructional Planning			
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Effective Practice:	Assess student learning frequently with standards-based assessments			
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!		IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			We currently have grade-level teams called Student Support Teams (SSTs). These teams meet weekly and monitor the progress of students in the grade-level for which they are responsible. The SSTs do not have a uniform system in place for the identification of students in need of instructional support. We wish our SSTs to use the following criteria to best meet the needs of our students: classroom behavior, grades, home life, social skills and hygiene to address	Limited Development 11/30/2016		
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			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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<i>How it will look when fully met:</i>			All SSTs will view student data to identify students in need of support. Working collaboratively, staff members will utilize school and local resources to best meet the our students needs. In addition, we wish to share our 7th grade data with 8th grade teachers and 8th grade data with Freshman Academy Counselors. This effort is to serve as a resource and not as a tool to label a student.		Taylor Bunting	05/01/2018
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Actions				2 of 3 (67%)		
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	11/30/16		SSTs (individual members) will be surveyed to see how they identify students in need of instructional support. A Google survey will be sent to each teacher who serves on an SST.	Complete 03/15/2017	Jessica Moser	03/31/2017
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			<i>Notes:</i> The purpose of the survey is to gather information on exactly how the various SSTs identify a student in need of help. Update: The survey were completed by the teaching staff on March 15, 2017 and the results were reviewed by the ACSIP team on March 29, 2017.			
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	12/1/17		Survey was re-sent to ACSIP committee for review and discussion of possible methods of support. These conversations will continue throughout the spring semester of 2018 with the intent of implementing a program for the fall of 2018.		Mike Nash	05/21/2018
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Notes: This will in all probability be a trial and error process. We will test our plans with our SST's to determine which components are viable options and which need to be revisited.

11/30/16

Members of the Leadership Team will review the results of the SST survey and explore future methods of support for faculty and students.

Complete 05/22/2018

Mike Nash

05/22/2018

Notes: Results were reviewed by the ACSIP team on March 29, 2017. 100% of the teaching staff reported that students identified for instructional support were identified based on data such as grades and test scores. Survey was re-sent to ACSIP committee for review and discussion of possible methods of support. These conversations will continue throughout the spring semester of 2018 with the intent of implementing a program for the fall of 2018.

Implementation:

Evidence

3/29/2017

A copy of the survey questions and results will be placed in the folder for IID10.

Results: 100% of the teaching staff reported using data, specifically grades, when selecting students for support services. 37.8% also reported the use of test scores in addition to grades.

Experience

3/29/2017

We already had Student Support Teams (SSTs) in place that identify students in need of instructional support. In order to see what evidence the SSTs used we sent out a survey to the teaching staff.

Sustainability

3/29/2017

When addressing the SSTs each year, the administration will need to remind the staff that objective data must be used when identifying students for support.