

Comprehensive Progress Report

Mission:

The mission of ACE is to increase the academic achievement of every student by providing anywhere, anytime learning whether in a traditional or nontraditional educational setting.

The students and faculty of ACE North are committed to providing a calm, caring school environment with high expectations for students to achieve in academics and in the life skills necessary to be successful throughout their lives.

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = 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>		ACE fully abides by all guidelines set forth in our Conversion Charter. Within these guidelines, ACE also follows all policies set forth by our current school board.		Full Implementation 03/14/2016		
		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		ACE has several teams in place for the guaranteed success of each student whether coming to ACE or being assigned to ALE. Several examples are ACSIP (members working to design effective program for the overall success of ACE), Curriculum meetings (constant monitoring of student progress academically and how to better meet their need), and Student Action Plans or SAPs are created to help teachers in ALE and the student's original school teachers have a better understanding of student strengths and concepts to help them improve.		Full Implementation 03/14/2016		

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>		Our leadership team meets to evaluate and monitor our school as a whole. Using ACSIP meetings, embedded hours ACE team meetings, our staff always looks for the best practice to ensure each student has a fair chance at the best education possible. We are in constant communication via email and/or face-to-face communication monitoring the best way possible to meet the needs of each child. Our embedded hours are researched based book studies designed to understand the development of adolescents and how to meet their needs as they change.	Full Implementation 03/14/2016		
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, on-going discussions take place to address issues as they arise. Academic structure as well as behavioral concerns are constantly being addressed in order to streamline our processes as we make decisions to best meet the needs of each student.	Limited Development 01/25/2013		
<i>How it will look when fully met:</i>		The leadership team will share information from each meeting with the staff during embedded sessions.		Michele Evans	11/17/2015
Action(s)	Created Date				
<i>Notes:</i>					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
IE05		The principal participates actively with the school's teams. (56)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Ms. Evans is active in both the leadership team and works closely with the embedded facilitators.	Full Implementation 11/17/2015		

		IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>As mentioned in the Wise Ways, the job requires the principal to be a change agent. She is very passionate about ACE. These are comments she shared...</p> <p>"The three leader characteristics mentioned (optimism, honesty, consideration) are all areas where it is easy to clearly see the importance. The one characteristic I feel I still need to diligently address is consideration for each person. I need to do a better job of expressing interest in the teachers' lives. If they openly share, I am always very interested and eager to listen. However, I need to initiate these conversations more.</p> <p>Also, I want to set small, measurable goals that can be achieved monthly. I want the staff, students, and parents to clearly see the fruits of our labors.</p> <p>I have made improvements in being more visible in areas, especially ALE and CLA. I need to use this observation time as an opportunity to give feedback to hone instructional practices. This is a great opportunity to lead the effort to reach our goals."</p>	Limited Development 11/15/2012			
	<i>How it will look when fully met:</i>	The principal and/or assistant principal will work directly with the teachers to improve instruction through reviewing results from classroom observations. Observations will be held at least bi-weekly with direct feedback to teachers.		Michele Evans	04/01/2013	
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						

IE09		The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration is working to become more aggressive at identifying and removing barriers that prevent colleagues from doing their work well. These involve taking phone calls and holding conferences during plan time, being at desk or in classroom area while students are here, and grading papers during "instruction" time. Administration is developing a variety of supervisory and evaluation strategies to work better for their unique setting. When these observations show an individual teacher's areas that need improvement, they can do a personal development plan to assist the teacher in the area of need.	Limited Development 11/15/2012		
<i>How it will look when fully met:</i>		The principal and/or assistant principal will work directly with the teachers to improve instruction through reviewing results from classroom observations. Observations will be held at least bi-weekly with direct feedback to teachers. CWTs will be used regularly.		Michele Evans	04/01/2013
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The staff is currently revised a CWT form that works best for their unique environment.	Limited Development 01/24/2013		
<i>How it will look when fully met:</i>		Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions.		Michele Evans	03/01/2013
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

		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>			Leadership is currently developing a CWT form based on input from the entire staff. After this form is developed a form for a summary report will be developed that can help in planning professional development.	Limited Development 01/24/2013		
<i>How it will look when fully met:</i>			The leadership team will meet to review the input given to the principal on classroom observations. This input will be used to develop a unique CWT for ACE/ALE.		Kim Gibson	02/01/2013
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						
		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>			Yes, this is part of the evaluation process yearly. These plans are entered in Bloomboard as part of TESS.	Full Implementation 03/14/2016		
!		IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The leadership team is currently addressing a way to improve teaching based on CWT data and what information needs to be gathered in this environment from a CWT.	Limited Development 01/24/2013		
<i>How it will look when fully met:</i>			Based on 2014/15 evaluation documents, 100% of the certified staff will be proficient using the TESS evaluation system during summative evaluation in April 2015.		Michele Evans	04/30/2015
<i>Action(s)</i>	<i>Created Date</i>			1 of 3 (33%)		
1	9/24/14		The leadership team will meet monthly to have opportunities to review TESS and offer suggestions for better implementation.	Complete 09/17/2014	Kathy Peters	09/17/2014
<i>Notes:</i> The leadership team consists of Michele Evans, John Shirron, Kim Gibson, Dondra James, Kathy Peters. We meet consistently on a monthly basis.						
2	9/24/14		The principal and/or assistant principal will meet monthly in small groups with the certified staff to review results from specific TESS domain.		John Shirron	05/29/2015
<i>Notes:</i> TESS observations will be reviewed.						

3	9/24/14	The teachers will do monthly peer observations for specific TESS domains.		John Shirron	01/30/2015
<i>Notes:</i>					
	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>		School district has mandated professional development tied to our PGP's. We have embedded sessions monthly at our school that tie to the unique needs of our students. Staff is required to complete 6 hours of professional development to support our personal goal as part of our professional growth plan. TESS is being used to monitor the professional development of teachers to ensure it is relevant and being implemented.	Full Implementation 10/24/2014		

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>		Advisors check weekly progress. Communicate with parents as necessary.	Limited Development 09/24/2014		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Based on ALE academic rubrics, 65% of the students will receive 90% of their possible points each week. Based on ACE Sunday Apex reports, 50% of the students in each advisory will be passing "grade-to-date" each week.	Objective Met 10/24/14	Michele Evans	12/19/2014
Action(s)	Created Date				
1	9/24/14	Student Action Plans (SAP) will be completed the first month of the 2014/2015 school year on all ALE students with specific attendance goals for the semester written for each individual student.	Complete 09/24/2014	Allan Ashley	09/24/2014
<i>Notes:</i> SAPs are required with each new ALE student. There are weekly ALE placement meetings.					
2	9/24/14	Each week, any ACE student that is failing will have a one-on-one meeting with their advisor to determine next step interventions.	Complete 10/20/2014	Advisors	10/17/2014

Notes: Advisors check Sunday progress reports to determine which students require interventions.

Implementation:		10/24/2014		
Evidence	10/24/2014 Student contracts and sign-in sheets for conferences are on file.			
Experience	10/24/2014 Advisors held face to face conferences with 47 students to develop a contract of implementation to increase overall grades/performance. These were reviewed during parent teacher conferences the week October 13th. Most students had shown improvement however 12 students were moved to ALE for intensive support.			
Sustainability	10/24/2014 This has become standard practice and will continue.			

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
Initial Assessment:		Cabot School District has a strong personnel department that does a great job of recruiting and placing high quality teachers. ACE strives to encourage moral by doing several school-wide events to create a family-like atmosphere. We are fortunate to have a very low turnover rate.	Full Implementation 10/24/2014		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in assessing and monitoring student mastery			
	IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional Teams are in the process of creating and implementing pre-assessments at BOTH Academic Center of Excellence (ACE) and Academic Center of Excellence - North (ACEN)	Limited Development 09/28/2017		
<i>How it will look when fully met:</i>		Students will take created pre-assessments in Literacy and Math. Decisions will be made as to what interventions will be made according to the data		Georgia Chastain	10/30/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	9/28/17	Create and implement pre-assessments in both Literacy and Math at BOTH ACE and ACEN		Breanne Selah	10/30/2017
<i>Notes:</i>					

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>		This is the first year we are using ACT Aspire interim assessments. We have not had interim assessments since the district used TLI.	Limited Development 12/18/2012		
<i>How it will look when fully met:</i>		By February 27th, three rounds of interim assessments will be given in math and science. By March 3rd, three rounds of interim assessments will be given in English.	Objective Met 09/01/17	Randy Granderson	03/03/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	11/16/16	The first round of math and science interim assessments will be given by October 28th.	Complete 10/28/2016	Randy Granderson	10/28/2016
<i>Notes:</i> Science 7-Oct 17 Science 8-Oct 19 Science 9/10-Oct 24 Math 7-Oct 25 Math 8-Oct 27 Math 9/10-Oct 28					
2	11/16/16	The first round of English interim assessments will be given by November 1st.	Complete 11/01/2016	Kathy Peters	11/01/2016

<i>Notes:</i> Ms. Peters will check with Mrs. Selah and Ms. Fleshman to ensure English interim assessments have been given.					
3	11/28/16	The second round of English interim assessments will be given by December 9th.	Complete 12/09/2016	Kathy Peters	12/09/2016
<i>Notes:</i> Ms. Peters will check with Mrs. Selah and Ms. Fleshman to ensure English interim assessments have been given.					
4	11/16/16	The second round of math and science interim assessments will be given by December 12th.	Complete 12/12/2016	Randy Granderson	12/12/2016
<i>Notes:</i> Science 7-Nov 29 Science 8-Dec 1 Science 9/10-Dec 5 Math 7-Dec 6 Math 8-Dec 8 Math 9/10-Dec 12					
5	11/16/16	The third round of science and math interim assessments will be given by March 2nd.	Complete 03/02/2017	Randy Granderson	03/02/2017
<i>Notes:</i> Science 7-Feb 13 Science 8-Feb 16 Science 9/10-Feb 21 Math 7-Feb 22 Math 8-Feb 27 Math 9/10-March 2					
6	11/28/16	The third round of English interim assessments will be given by March 3rd.	Complete 03/03/2017	Kathy Peters	03/03/2017
<i>Notes:</i> Ms. Peters will check with Mrs. Selah and Ms. Fleshman to ensure English interim assessments have been given.					

!		IID03	Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is the first year Cabot School District is using ACT Aspire interim assessments for math and science. We are also using district-made English interim assessments for the first time through Google Forms. It has been a learning process on how to retrieve and use the results from these tests.		Limited Development 11/16/2016		
<i>How it will look when fully met:</i>		Teachers will be able to view/print assessment results in various ways in order to determine how to best meet the needs of students not meeting or exceeding expectations. Evidence of this objective being met will be hard copies of these reports distributed to each of the content area teachers. This objective will be met by the date of the final interim assessment for the 2016/17 school year.			Randy Granderson	03/03/2017
Action(s)	Created Date			2 of 3 (67%)		
1	11/28/16	Mr. Granderson will ensure all teachers have access to interim assessment test results.		Complete 11/11/2016	Randy Granderson	11/01/2016
		<i>Notes:</i> Mr. Granderson will pull any information he has access to if a teacher is not able to find it. If he is also unable to find it, he will contact Linda Payne or Melanie Duerkop for further assistance.				
2	11/16/16	Mr. Granderson will ensure each subject area teacher has access to all student test results.		Complete 12/16/2016	Randy Granderson	12/16/2016
		<i>Notes:</i> Mr. Granderson will pull any information he has access to if a teacher is not able to find it. If he is also unable to find it, he will contact Linda Payne or Melanie Duerkop for further assistance.				
3	11/16/16	Mr. Granderson will ensure each subject area teacher has access to all student test results.			Randy Granderson	03/10/2017
		<i>Notes:</i> Mr. Granderson will pull any information he has access to if a teacher is not able to find it. If he is also unable to find it, he will contact Linda Payne or Melanie Duerkop for further assistance.				

IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		APEX aligns their frameworks with the Arkansas Frameworks. This allows us to assess in real time, what the student knows. District curriculum maps give teachers the direction they need to give support for student learning.	Limited Development 12/18/2012		
<i>How it will look when fully met:</i>		The leadership team will head up discussions with staff to disaggregate data for upcoming standardized testing to put all students on track for proficiency.		Kim Gibson	11/01/2013
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
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>		Teachers all have a copy of the appropriate State Frameworks. The Apex curriculum used has correlation guides that allow teachers to see what frameworks are not covered on the computer. These topics are covered in pull out sessions and additional lessons.	Full Implementation 03/14/2016		
!	IIIA38	All teachers have documentation of the computer program's alignment with standards-based objectives.(147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers have used the correlation tool available in Apex to ensure the best course is selected to meet the Arkansas Standards.	Limited Development 11/28/2016		
<i>How it will look when fully met:</i>		Hard copies of the correlation report from Apex and the Arkansas Standards will be cross referenced. Each teacher will submit lesson plans to Ms. Evans for any standards omitted by Apex.		Michele Evans	08/25/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	11/28/16	Teachers will print Apex correlation reports for each of their classes.		Michele Evans	05/01/2017
<i>Notes:</i> Ms. Evans will collect all reports with teachers' notes.					
2	11/28/16	Teachers will determine the best courses available through Apex. Each subject area will need to come to a consensus among the academic team. Each subject area will turn in an Apex Course Chart stating what classes will remain the same and any changes.		Michele Evans	08/15/2017

Notes: Within the first two back to school days, academic teams will meet to discuss the Apex course options. Each subject area will need to come to a consensus among the academic team. Apex Course Charts will be handed out to each academic team. Each subject area will turn in an Apex Course Chart stating what courses will remain the same and any course changes.

3	11/28/16	All teachers will turn in hard copies of the correlation report from Apex and the Arkansas standards showing the two have been cross referenced. Each teacher will also submit lesson plans for any standards omitted or not adequately covered by Apex.		Michele Evans	08/25/2017
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Notes: Ms. Evans will have proof that all standards are being covered within the school year. This will be a consensus based on subject area academic teams.

IIIA40		All teachers assess student mastery in ways other than those provided by the computer program.(149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently assessment is mainly done through Apex and observation. Interim assessments will be given starting this year.	Limited Development 01/25/2013		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

Core Function: Classroom Instruction

Effective Practice: Expecting and monitoring sound classroom management

IIIC06		All teachers maintain well-organized student learning materials in the classroom.(161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers are much more effective with organization of materials.	Limited Development 01/25/2013		
<i>How it will look when fully met:</i>		Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions. One of the specific areas observed during the CWT includes well-organized learning materials.		John Shirron	03/01/2013
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

IIIC09		All teachers correct students who do not follow classroom rules and procedures.(164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers are much more diligent with enforcing procedures than others.	Limited Development 01/25/2013		
<i>How it will look when fully met:</i>		Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions. One of the specific areas observed during the CWT includes correction of student misbehaviors.	Objective Met	John Shirron	03/01/2013
Action(s)	Created Date		2 of 2 (100%)		
1	9/24/14	Principal will reinforce good behavior with weekly rewards slips.	Complete 08/25/2014	Michele Evans	08/25/2014
		<i>Notes:</i> Ms. Evans hands out these slips every Monday based from the previous week's reports.			
2	9/24/14	Monthly reward trips/projects will be organized for students reaching their goal.	Complete 08/18/2014	John Shirron	08/18/2014
		<i>Notes:</i> Mr. Shirron organizes a monthly trip focusing on community service.			

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
<i>Initial Assessment:</i>		Mrs. Grisham has attended the training to implement the new requirements for this school year.	Limited Development 09/24/2014		
<i>How it will look when fully met:</i>		Monthly parent involvement activities will be developed for 2015/2016 school year and facilitated by Mrs. Anita Grisham.	Objective Met	Michele Evans	09/01/2015
Action(s)	Created Date		3 of 3 (100%)		
1	9/24/14	The parental involvement plan (Compact) will be reviewed with all stakeholders to update for the 2015/2016 school year to maximize parental involvement.	Complete 09/01/2015	Anita Grisham	09/01/2015
		<i>Notes:</i> Mrs. Grisham will hold a meeting with all stakeholders to update the parental involvement plan (Compact).			
2	9/24/14	The advisors will map out a theme for service projects to establish monthly dates and their focus.	Complete 09/01/2015	Advisors	09/01/2015

Notes: Each advisor will organize a community service project for their grade level students and parents.					
3	9/24/14	At least once each semester, the advisors will hold face-to-face conferences with all parents to review academic progress.	Complete 03/18/2016	Advisors	03/20/2016
Notes: Parent conferences are scheduled per the district calendar in October and March.					

Core Function:		High School: Leadership and Decision Making			
Effective Practice:		Make decisions to assist students based on data			
	HS02	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.(5513)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Both ACE and ACEN have incentives and procedures in place to address attendance. It is evidence that achievement last year was affected by attendance.	Limited Development 09/28/2017		
<i>How it will look when fully met:</i>		At ACE, students will have the opportunity to make up days through extra time and sessions. ACEN will provide extra time (Saturday Schools) and incentives to help with attendance		Georgia Chastain	10/30/2017
Action(s)	Created Date		0 of 1 (0%)		
1	9/28/17	ACE will provide make up sessions for students behind in attendance. ACEN will provide make up sessions as well as provide incentives for students to have adequate attendance.		Michele Evans	10/30/2017
Notes:					

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	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

<i>Initial Assessment:</i>	Students have access to speakers from various colleges at the CHS College Fair. Advisors sit down with students one-on-one to keep them on track for graduation and to be a completer in the field of study they wish to pursue. Students are given help registering for ACT.	Full Implementation 11/17/2015		
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