

Comprehensive Progress Report

Mission:

The mission of Ascend Leadership Academy is to develop successful student leaders by growing their self-efficacy, intellectual understanding, and social competence. ALA will accomplish this by applying innovative teaching methods, incorporating student cultural realities and cultivating student ownership in the learning community.

Vision:

To create a school environment where students are empowered and take ownership of their learning. To build a school culture where students build problem solving skills that will help them have a positive impact on their community and where students are provided with a rigorous academic program where they are grade level proficient and prepared for college and life in the 21st Century.

Goals:

Each student will meet or exceed their math and ELA growth targets each year.

All students will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental wellbeing.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers have set classroom procedures and expectations that were shared with parents and students at the beginning of the school year. Teachers and Administrators actively assess these expectations and change classroom management procedures where necessary. Beginning Teachers receive guidance from administration through their beginning teacher program.	Limited Development 11/16/2019		
			Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:			Each teacher will have a defined classroom management plan or procedure list that will be shared with administration. This plan will be assessed by administration using a locally created rubric based on the values and mission of our school. This plan will be reviewed with teachers during classroom observations post conferences and Professional Development plan reviews.	Objective Met 12/15/20	Jeffrey Whitt	06/05/2021
Actions						
12/15/20		Teachers complete draft or share current classroom management plan based on parameters given by administration		Complete 10/31/2020	Jeffrey Whitt	12/31/2020
Notes:						
Implementation:				12/15/2020		
Evidence			12/15/2020			
Experience			12/15/2020			
Sustainability			12/15/2020			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school currently implements a 20 minute MTSS period 3 times a week with the objective of identifying individual student needs and implementing targeted individual instruction in math and reading. Lessons are developed by Math and ELA teachers and delivered by all Advisory teachers.	Limited Development 11/16/2019		
How it will look when fully met:			Teachers will use data from a specific reading and math programs that give individualized student progress data. Teachers and administrators will gather student data and track student growth. Evidence will include scheduled "data talks" across grade levels and subject areas. data from individualized program and individual student achievement progress reports.		Justin Smith	06/04/2021
Actions				0 of 4 (0%)		
	12/15/20	Reading across the Curriculum Program. Weekly Reading exercises for each class to use as a supplement to the curriculum and to also provide discussions between students and grade level teachers as they relate their different content area to the story’s topic/summary..			Jeffrey Whitt	01/31/2021
Notes:						
	12/15/20	iReady Reading Diagnostic implementation. Using diagnostic data students are put in reading groups and assigned text at appropriate levels. Results shared across subject areas and grade levels.			Justin Smith	01/31/2021
Notes:						
	12/15/20	Schoolwide "Data Talk" Meetings. Vertical alignment meetings where ALA faculty use data to identify content areas that need to be addressed. After data analysis, teachers use the planned intervention/MTSS time to strategically address the areas of concern.			Jeffrey Whitt	01/31/2021
Notes:						
	12/15/20	Singapore Math Implementation. Implementation of Singapore Math concepts and strategies to strengthen student math skills and comprehension.			Jeffrey Whitt	01/31/2021
Notes:						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students participate in a social emotional curriculum weekly that is based around our RAISE values. RAISE is an acronym for Respect, Accountability, Integrity, Service, and Excellence. Our curriculum is infused with the 7 Habits of Highly effective teens by Sean Covey. ALA teachers developed the curriculum specific to ALA student social and emotional needs. Evidence includes the weekly curriculum and lesson plans where teachers speak with students about their emotional state and build their social and emotional capacity through the curriculum.	Full Implementation 11/16/2019		
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently teachers participate in the recommendation of students placement in ELA and Math courses. These courses are scheduled by ability and teachers are able to pass along information from grade to grade regarding each student's ability, behavior, and other relevant factors. Each teacher completes a Google form and identifies each student's strengths, weaknesses, achievement, and test performance and this information is distributed to each student's new teacher. Our newly enrolled 6th graders participate in an orientation prior to the beginning of the school year where teachers review expectations, discuss the transition process from elementary to middle school and promote academic standards.	Limited Development 11/16/2019		
How it will look when fully met:			Teachers and administration will have an abundance of data to place students in appropriate classes. The transition of students from grade to grade will be easier for students as their individual needs will be determined from the beginning of the school year. Evidence would include data driven instruction from year to year and a digital "data tracker" accessible across the grade level that is accessible to all teachers across the grade levels.		Justin Smith	06/05/2021
Actions				0 of 2 (0%)		
		12/15/20	Create a digital "data wall" that tracks student achievement growth throughout the school year and academic career at ALA.		Justin Smith	02/28/2021
Notes:						

12/15/20	6th Grade Academic Strategies Course. All 6th grade students participate in an Academic Strategies course led by our school counselor with the objective of supporting 6th grade students transition to Middle School academically and socially.		Justin Smith	06/04/2021
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			ALA has a School Leadership Team/Improvement Team. The team meets monthly to discuss school improvement and other topics pertaining to the efficient operation of the school. Evidence is in meeting agenda and minutes.	Full Implementation 11/16/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently the Leadership Team meets once a month to address a variety of topics in the school.	Limited Development 11/16/2019		
How it will look when fully met:			ALA Leadership team will increase to two meetings per month. Evidence will come from meeting agendas and minutes.		Janice Jett	01/31/2021
Actions				0 of 1 (0%)		
12/15/20		Schedule 2 Leadership Meetings per month			Justin Smith	01/31/2021
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Both Managing Director and Academic Dean perform observations on teachers regularly. ALA utilizes the NC Educator Effectiveness System to execute formal observations. ALA follows the state requirements with regard to formal observations conducting 4 observations on Beginning Teachers, 3 observations on teachers renewing their license and 2 for career teachers not in their renewal year. ALA administration also conduct periodic informal walkthrough observations.	Limited Development 11/16/2019		
How it will look when fully met:			Teachers will receive more frequent walkthrough observations and immediate feedback from administration. In addition to the formal observation schedule teachers will receive data about their instructional practices with a more targeted focus by administration. Administration will focus closely on stated teacher objectives and on task behavior.		Janice Jett	06/04/2021
Actions				0 of 2 (0%)		
	11/16/19	Create a walkthrough form that focuses on daily teacher objectives and student on task behavior.			Justin Smith	01/31/2021
Notes:						
	11/16/19	Perform informal walkthrough observations on all core area teachers periodically			Janice Jett	06/04/2021
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School 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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			ALA administration and teachers consistently review student achievement data and make classroom placements in ELA and Math based on the data. In both ELA and Math students are grouped in classes by their ability. ALA will provide additional professional development for math teachers in Singapore Math to increase student math achievement.	Limited Development 11/16/2019		
<i>How it will look when fully met:</i>			ALA will develop a system to track individual student achievement data and apply a individualized math program that addresses student individual needs based on the data. Evidence would include meeting minutes from data talk vertical alignment meetings and teacher use of student achievement data to drive the individualized targeted instruction during MTSS.		Justin Smith	06/04/2021
Actions				0 of 3 (0%)		
	12/15/20		Schoolwide "Data Talk" Meetings. Vertical alignment meetings where ALA faculty use data to identify content areas that need to be addressed. After data analysis, teachers use the planned intervention/MTSS time to strategically address the areas of concern.		Jeffrey Whitt	01/04/2021
<i>Notes:</i>						
	12/15/20		Friday Academic Intervention/MTSS Targeted instruction time. Students grouped by standard proficiency on Fridays for a select period of time then provided targeted instruction using remediation and acceleration strategies.		Justin Smith	01/31/2021
<i>Notes:</i>						
	12/15/20		iReady Reading Diagnostic Implementation. Students are put in reading groups and assigned text at appropriate levels. Results shared across subject areas and grade levels.		Jeffrey Whitt	01/31/2021
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians 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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently ALA administration and teachers communicate with parents via email, text message, phone calls, social media and push notifications. This includes information about classroom expectations, curriculum, and homework. ALA's administration and staff execute a curriculum night once a year to inform parents about the curriculum standards for their child for that school year. Advisory teachers also participate in student led-conferences with the student and their parents twice a year. The objective of these conferences is to review student achievement and discuss the student's goals for the school year in October and measure the progress towards the goal in March.	Limited Development 11/16/2019		
<i>How it will look when fully met:</i>			Parents are able to support teacher instruction in the classroom by reviewing specific strategies in math and reading with their students. Evidence would include a set of online resources shared with parents that coincide with strategies taught to students by teachers.		Kimberly Sidorowicz	03/31/2021
<i>Actions</i>				0 of 3 (0%)		
	12/15/20		Principal's Coffee Monthly. Parents are given the opportunity to meet with the building principal to share and receive information about ALA's academic program.		Jeffrey Whitt	01/31/2021
<i>Notes:</i>						
	12/15/20		Parent Weekly Articles and Summaries. To engage parents in our school's reading strategy, they are provided with online articles of daily events, research (i.e. online learning, social/emotional support, etc...) on relevant topics with online learning, and parenting tips to support their child(ren) during this time period of remote learning. Parents then respond with a summary of their readings to move their engagement into the writing phase. (Reading for Understanding & Writing to Summarize).		Kimberly Sidorowicz	01/31/2021
<i>Notes:</i>						

12/15/20	Schoolwide Weekly Math Problems and Reading Vocabulary. ALA provides weekly problems pulled from the SAT Math/Reading Proficiency for grades 6-8 to support Reading/Math standards for enrichment. Problems are provided to entire ALA community including parents and other stakeholders.		Jeffrey Whitt	01/31/2021
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