

## Comprehensive Progress Report

**Mission:**

Magnolia Central Elementary School is working to bridge the gap between early childhood and adolescence. Our commitment is to provide an environment which fosters a respect for learning that will promote success. Students are expected to reach their full potential in all educational endeavors with an emphasis on reaching proficiency in all content areas.

**Vision:** Where All Belong, All Learn, All Succeed

**Goals:**

Central Elementary School will increase student achievement in Reading and Writing by 10% as measured by the ACT Aspire Summative Assessment.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage 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
<i>Initial Assessment:</i>		Instructional teams are developing standards-aligned units of instruction for each subject and grade level; however, this is a work in progress.	Limited Development 11/24/2015		
<i>How it will look when fully met:</i>		Standards-aligned units of instruction will be utilized by teachers in each subject and grade level. Teachers, working in collaborative teams will build the taught curriculum from state standards, curriculum maps and a variety of resources including teacher-created activities and materials. The collaborative teams will organize the essential curriculum into unit plans to guide the instruction for each student.		Angie Waters	05/31/2019
Action(s)	Created Date		0 of 6 (0%)		
1	12/9/15	Instructional facilitators, teachers and district level administrators work together to develop and/or revise existing curriculum maps which incorporate cross-curricular instructional activities.		Angie Waters	05/29/2019
<i>Notes:</i>					
2	12/9/15	Instructional facilitators, teachers, and administrators meet monthly as grade and content level teams to discuss ongoing curriculum and strategies for increased student achievement.		Kathy Loper	05/31/2019
<i>Notes:</i>					
3	12/9/15	Instructional facilitators and teachers work together to establish common units of instruction.		Rachel Allhands	05/30/2019
<i>Notes:</i>					
4	4/21/18	Instructional facilitators, teachers and administrators meet frequently to clarify state standards in each grade and course. The collaborative team will identify the power standards or essential outcomes that all students must master and what each power standard, if met, will look like in student work.		Kathy Loper	05/28/2019
<i>Notes:</i>					
5	4/24/18	Employ a full-time literacy instructional facilitator.		Angie Waters	05/26/2019
<i>Notes:</i>					
6	4/24/18	Employ a full-time mathematics/science instructional facilitator.		Angie Waters	05/27/2019
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in differentiating and aligning learning activities			
	IIC01	Units of instruction include specific learning activities aligned to objectives.(96)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Units of instruction are currently being developed.	Limited Development 11/09/2017		
<i>How it will look when fully met:</i>		Teachers deliver effective instruction through a variety of learning activities which are aligned to the state standards and are differentiated to meet the needs of each individual student.		Rachel Allhands	05/31/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 2 (0%)</b>		
1	4/21/18	Provide professional development in specific research-based strategies such as reciprocal reading and high-level questioning.		Kathy Loper	05/31/2019
<i>Notes:</i>					
2	4/21/18	Monitor student learning and implementation of research-based strategies through classroom visits.		Becky White	05/31/2019
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID09		Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Central staff members use all available data to plan instruction. Data sources include, but are not limited to, ESSA School Index reports, teacher-created assessments, ACT Aspire interim assessments, ACT Aspire Summative assessment, STAR assessments and the Degrees of Reading Power assessment.	Limited Development 11/30/2017		
<i>How it will look when fully met:</i>		Teachers use formative assessments (quizzes, classroom questioning and so forth), observations, projects, assignments and other types of data to plan instruction which meets the needs of each student. Student growth will be monitored through a variety of sources such as the ACT Aspire interim assessments, STAR assessments and the Degrees of Reading Power assessment. Data gathered from the ACT Aspire Summative Assessment and the ESSA School Index Reports will be considered as educators review the connections between the aligned curriculum, the taught curriculum, instructional strategies and the performance of each student.		Kathy Loper	05/31/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 5 (0%)</b>		
1	4/18/18	The Central Leadership Team establishes a schedule for the administration of the following assessments: 1) ACT Aspire Interims; 2) ACT Aspire Summative; 3) Degrees of Reading Power; and 4) STAR.		Karnesia George	05/31/2019
<i>Notes:</i>					
2	4/18/18	Student assessment data is analyzed in Leadership Team Meetings and in content area team meetings. (PLCs)		Rachel Allhands	05/31/2019
<i>Notes:</i>					
3	4/21/18	Content area teams use the results of formative assessments to make decisions about additional time, support, or enrichment for students and how to learn from each other about ways to improve instructional effectiveness.		Kathy Loper	05/31/2019
<i>Notes:</i>					
4	4/24/18	Contract with Generation Ready to provide an on-site consultant for 30 days during the 2018-2019 year to support implementation of the Elementary School Literacy Initiative.		Angie Waters	05/28/2019
<i>Notes:</i>					

5	4/24/18	Contract with Generation Ready to provide on-site professional development for staff.		Angie Waters	05/29/2019
<i>Notes:</i>					
	<b>IID10</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Central staff members are working to use all available data to identify students in need of additional support and to provide remediation and intervention services to meet their needs. Data sources include, but are not limited to, ESSA School Index reports, teacher-created assessments, ACT Aspire interim assessments, ACT Aspire Summative assessment, STAR assessments and the Degrees of Reading Power assessment. Remediation and intervention services are provided in the regular classroom and also in small group pull-out sessions.	Limited Development 11/30/2017		
<b>How it will look when fully met:</b>		All students, based on individual needs, are provided with the additional time, support, or enrichment necessary for continued growth and success.		<b>Angie Waters</b>	<b>05/31/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	4/18/18	The Central Leadership Team meets regularly to analyze data and plan for continued school improvement.		Angie Waters	05/31/2019
<i>Notes:</i>					
2	4/18/18	Remediation and intervention services are provided by licensed teachers in the regular classroom and also in small group pull-out sessions.		Gwen O'Guinn	05/30/2019
<i>Notes:</i>					
3	4/18/18	Daily guided reading groups are provided for students who are most in need of support. Guided reading is provided by teachers across multiple content areas.		Kathy Loper	05/31/2019
<i>Notes:</i>					
4	4/21/18	Employ intervention faculty members to provide remediation services.		Angie Waters	05/29/2019
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Central has implemented the Elementary School Literacy Initiative in all grade levels. Through the Initiative, teachers are learning strategies designed to enhance student engagement. The strategies are being incorporated into daily instruction.	Limited Development 11/30/2017		
<i>How it will look when fully met:</i>		All students in each classroom are actively engaged in rich, meaningful learning experiences that demand inquiry, questioning and critical thinking through problem solving.		Angie Waters	05/31/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 5 (0%)		
1	4/18/18	Students are placed in Reciprocal Reading groups and given frequent opportunities to read and discuss text together.		Rachel Allhands	05/27/2019
<i>Notes:</i>					
2	4/18/18	Students are given frequent opportunities to write.		Kathy Loper	05/28/2019
<i>Notes:</i>					
3	4/18/18	Students are given frequent opportunities to turn to a neighbor and discuss text.		Becky White	05/29/2019
<i>Notes:</i>					
4	4/18/18	Teachers will be provided summer professional development and on-going job-embedded professional development during the year to support them in effectively implementing the Elementary School Literacy Initiative and other strategies for student engagement.		Kathy Loper	05/26/2019
<i>Notes:</i>					
6	4/21/18	Student engagement and on-task behavior will be monitored through classroom visits.		Gwen O'Guinn	05/30/2019
<i>Notes:</i>					