

## Comprehensive Progress Report

**Mission:**

Magnolia High School is dedicated to providing an environment where all students will have the maximum opportunity to learn to accept responsibility, to mature into productive citizens, and to complete a specified curriculum with an emphasis on proficiency in all content areas.

**Vision:**

Where All Belong, All Learn, All Succeed

**Goals:**

Magnolia High School will increase student achievement in English, Reading, Writing, Math and Science by 10% as measured by the ACT Aspire Summative Assessment.



! = Past Due Objectives      KEY = Key Indicator

| <b>Core Function:</b>                   |                     | <b>School Leadership and Decision Making</b>   |                                   |                      |                    |
|---|---------------------|--|-----------------------------------|----------------------|--------------------|
| <b>Effective Practice:</b>              |                     | <b>Establish a team structure with specific duties and time for instructional planning</b>                                 |                                   |                      |                    |
|   | <b>ID04</b>         | <b>All teams prepare agendas for their meetings.(39)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b>   | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |                     | Agendas are prepared for meetings. The Leadership Team will use the Indistar template.                                     | Limited Development<br>11/09/2015 |                      |                    |
| <i>How it will look when fully met:</i> |                     | All agendas from Leadership and Team meetings will be on file in Chris Carter's office to review and for future reference. |                                   | <b>Paula Metcalf</b> | <b>05/30/2019</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 1 (0%)</b>                |                      |                    |
| 1                                       | 3/30/18             | Agendas will be created for all Leadership and Instructional (subject level) Team Meetings.                                |                                   | Paula Metcalf        | 05/30/2019         |
| <i>Notes:</i>                           |                     |  |                                   |                      |                    |

| ID05                                    |                     | The principal maintains a file of the agendas, work products, and minutes of all teams.(41)   | Implementation Status             | Assigned To          | Target Date       |
|---|---------------------|---|-----------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i>              |                     | <p>Subject level department heads will submit agendas and minutes from subject area team meetings.</p> <p>Leslie Mayo will submit agendas and minutes to Mr. Carter from Leadership Team meetings.</p>                        | Limited Development<br>11/09/2017 |                      |                   |
| <i>How it will look when fully met:</i> |                     | Agendas and minutes from Leadership and Subject Area team meetings will be on file in the principal's office. School Improvement Plans will be developed, implemented, assessed and monitored based on results from meetings. |                                   | <b>Paula Metcalf</b> | <b>05/30/2019</b> |
| <b>Action(s)</b>                        | <b>Created Date</b> |   | <b>0 of 9 (0%)</b>                |                      |                   |
| 1                                       | 11/9/17             | Teams leaders will submit agendas and minutes from subject level team meetings.   |                                   | Keri Hamilton        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 2                                       | 11/9/17             | Agendas and minutes from subject area team meetings will be submitted to Mr. Carter to review.  |                                   | Keri Hamilton        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 3                                       | 11/9/17             | Leslie Mayo will submit agendas and minutes from Leadership Team meetings to Mr. Carter for review.   |                                   | Leslie Mayo          | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 4                                       | 4/18/18             | School Improvement Plans will be developed based on data analysis and needs assessments that are discussed and reviewed during team meetings.   |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 5                                       | 4/18/18             | School Improvement Plans will track selected indicators for actions to monitor, assess, reflect and adjust for improvement based on decisions made at meetings.   |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 6                                       | 4/18/18             | A continuous inquiry cycle for improvement will serve as guidance during meetings.  |                                   | Julie Carter         | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 7                                       | 4/18/18             | Plans will be submitted to district to monitor for implementation and progress throughout the year.   |                                   | Jessica Aryee        | 05/30/2019        |

|   |         |  |   |                                   |                      |
|---|---------|--|---|-----------------------------------|----------------------|
| <i>Notes:</i>                           |         |  |   |                                   |                      |
| 8                                       | 4/18/18 | Plans will be evaluated annually for goal progress and accomplishment.   |   | Leslie Mayo                       | 05/30/2019           |
| <i>Notes:</i>                           |         |  |   |                                   |                      |
| 9                                       | 4/18/18 | District and School Board will approve plans and they will be posted on website before August 1.   |   | Leslie Mayo                       | 08/01/2019           |
| <i>Notes:</i>                           |         |  |   |                                   |                      |
|   |         | <b>ID07</b>  | <b>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)</b> | <b>Implementation Status</b>      | <b>Assigned To</b>   |
| <b>Initial Assessment:</b>              |         | The committee meets at least once monthly for 45 minutes to one hour, but believe it will be relatively easy to meet twice a month.  |   | Limited Development<br>11/17/2015 |                      |
| <b>How it will look when fully met:</b> |         | The teams will meet twice a month with agendas, sign-in sheets, and minutes.   |   |                                   | <b>Jessica Aryee</b> |
| <b>Action(s)</b>                        |         | <b>Created Date</b>  |   | <b>0 of 4 (0%)</b>                | <b>05/30/2019</b>    |
| 2                                       | 3/28/17 | The Leadership team will meet bi-monthly in media center or through email.   |   |                                   | Jessica Aryee        |
| <i>Notes:</i>                           |         |  |   |                                   |                      |
| 3                                       | 4/18/18 | Research-based strategies to improve engagement will be examined and implemented.  |   |                                   | Chris Carter         |
| <i>Notes:</i>                           |         |  |   |                                   |                      |
| 4                                       | 4/18/18 | Research-based strategies to be implemented include: station teaching (students will either be remediated or enriched), differentiated instruction, cooperative learning groups and questioning strategies that engage students in higher order thinking skills. |   |                                   | Chris Carter         |
| <i>Notes:</i>                           |         |  |   |                                   |                      |
| 5                                       | 4/18/18 | Students tardies and absences will be analyzed quarterly to focus on students habitually absent or tardy.  |   |                                   | Jessica Aryee        |
| <i>Notes:</i>                           |         |  |   |                                   |                      |

| ID11                                    |                     | Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)  | Implementation Status             | Assigned To          | Target Date       |
|---|---------------------|---|-----------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i>              |                     | Teachers participate in subject-area instructional teams.   | Limited Development<br>11/09/2017 |                      |                   |
| <b>How it will look when fully met:</b> |                     | Documentation will include agendas, minutes, work products, analyzed data, research-based strategies and interventions.   |                                   | <b>Paula Metcalf</b> | <b>05/30/2019</b> |
| <b>Action(s)</b>                        | <b>Created Date</b> |   | <b>0 of 4 (0%)</b>                |                      |                   |
| 1                                       | 11/9/17             | Teacher Team Leaders will submit agendas and minutes from team meetings to Chris Carter.  |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 2                                       | 4/18/18             | Teams will assess and monitor School Improvement Plans periodically to ensure progress is being made.   |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 3                                       | 4/18/18             | Teams reviewed data and set school wide Professional Growth Plan goal to focus on engaging students in rigorous learning.   |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |
| 4                                       | 4/18/18             | Literacy department analyzed data and met with administration about possibility of hiring a reading interventionist. Reading interventionist was hired and employment will continue into the 2018-19 school year. |                                   | Chris Carter         | 05/30/2018        |
| <i>Notes:</i>                           |                     |   |                                   |                      |                   |

|                       |  |
|-----------------------|--|
| <b>Core Function:</b> | <b>School Leadership and Decision Making</b> |
|-----------------------|--|

|                            |   |
|----------------------------|---|
| <b>Effective Practice:</b> | <b>Align classroom observations with evaluation criteria and professional development</b> |
|----------------------------|---|

| IF04                                    |                     | Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68) | Implementation Status             | Assigned To          | Target Date       |
|---|---------------------|--|-----------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i>              |                     | All teachers will participate in classroom observations of their peers and discuss during team meetings.                                       | Limited Development<br>11/09/2017 |                      |                   |
| <b>How it will look when fully met:</b> |                     | Teachers will participate in classroom observations and document findings/discussions in team meeting minutes.                                 |                                   | <b>Jessica Aryee</b> | <b>05/30/2019</b> |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 5 (0%)</b>                |                      |                   |
| 1                                       | 11/9/17             | Teachers will participate in observing teaching practices of their peers.  |                                   | Jessica Aryee        | 05/30/2019        |
| <i>Notes:</i>                           |                     |  |                                   |                      |                   |

|               |         |   |  |               |            |
|---------------|---------|---|--|---------------|------------|
| <b>2</b>      | 4/18/18 | Instructional Needs Assessment will be sent annually to teachers to inform team which instructional strategies or TESS Domains teachers need help with and also guide summer staff development.                         |  | Jessica Aryee | 05/30/2019 |
| <i>Notes:</i> |         |   |  |               |            |
| <b>3</b>      | 4/18/18 | Larry Lock provides training for administration on observing teachers, holding reflective conferences, implementing research-based school-wide instructional strategies, and school-wide common vocabulary among staff. |  | Chris Carter  | 05/30/2019 |
| <i>Notes:</i> |         |   |  |               |            |
| <b>4</b>      | 4/18/18 | Larry Lock and Mary Ann Lock provide in-depth training on how to implement research-based strategies (questioning strategy of Ask/Pause Call, Defend and Justify, and Gradual Release Model).                           |  | Chris Carter  | 05/30/2019 |
| <i>Notes:</i> |         |   |  |               |            |
| <b>5</b>      | 4/18/18 | Department chairs, central office staff and administration observe classrooms, collect data, and provide feedback/suggestions for improvement based on data collected during observations.                              |  | Jessica Aryee | 05/30/2019 |
| <i>Notes:</i> |         |   |  |               |            |

| Core Function:                          |              | Curriculum, Assessment, and Instructional Planning   |                                   |               |             |
|---|--------------|--|-----------------------------------|---------------|-------------|
| Effective Practice:                     |              | Assess 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>              |              | <p>ACT Aspire Interim Assessments occur three times per year for students in grade 10.</p> <p>Students in grades 10 and 11 that are not in Advanced Placement courses participate in Star Reading and Math assessments three times per year.</p>                           | Limited Development<br>11/09/2017 |               |             |
| <i>How it will look when fully met:</i> |              | Assessment results will be provided to teachers after assessments to analyze the data and make needed adjustments to curriculum and instruction.   |                                   | Leslie Mayo   | 05/30/2019  |
| Action(s)                               | Created Date |  | 0 of 4 (0%)                       |               |             |
| 1                                       | 4/18/18      | The following subgroups: African American, Hispanic, Caucasian, Economically Disadvantaged, English Learners and Students with Disabilities will be analyzed and strategies/interventions will be implemented in order to increase academic achievement and decrease gaps. |                                   | Jessica Aryee | 05/30/2019  |
| <i>Notes:</i>                           |              |  |                                   |               |             |
| 2                                       | 4/18/18      | The educational framework Universal Design for Learning will be implemented to accommodate individual learning differences in flexible learning environments, to increase academic achievement, graduation rate, and success of English language learners.                 |                                   | Jessica Aryee | 05/30/2019  |
| <i>Notes:</i>                           |              |  |                                   |               |             |
| 3                                       | 4/18/18      | The high school will set high goals and expectations to ensure students are prepared for college, career and community engagement.   |                                   | Chris Carter  | 05/30/2019  |
| <i>Notes:</i>                           |              |  |                                   |               |             |
| 4                                       | 4/18/18      | ESSA School Index, ACT Aspire interim data, and STAR reports will be used to determine student needs. Strategies and interventions will be implemented based on data.  |                                   | Jessica Aryee | 05/30/2019  |
| <i>Notes:</i>                           |              |  |                                   |               |             |