

Comprehensive Progress Report

Mission: The Magnolia School District, in cooperation with the family and the community, is committed to providing a safe learning environment in which all students are offered quality educational opportunities that challenge them to reach their full potential, to respect individual differences, and to prepare for lifelong learning in a diverse and changing society.

Vision: Where All Belong, All Learn, All Succeed

Goals:
The Magnolia School District constantly strives to ensure a quality education and high levels of learning for all students.



! = Past Due Objectives KEY = Key Indicator

| Core Function: | | District Context and Support for School Improvement | | | |
|---|---------------------|---|-----------------------------------|--------------------|--------------------|
| Effective Practice: | | Improving the school within the framework of district support | | | |
| | IA10 | The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | District-level administrators meet with the building administrators and School Leadership Teams regularly to review Indistar indicators and discuss programs/activities and budget accordingly. | Limited Development 11/06/2015 | | |
| How it will look when fully met: | | Budget planning meetings occur throughout the year. Documentation of budget modifications and meeting agendas and minutes are maintained. All policies, practices, procedures and budget allocations support high levels of learning for all students at all schools. | | Leslie Mayo | 05/31/2019 |
| Action(s) | Created Date | | 0 of 2 (0%) | | |
| 1 | 11/20/15 | The Federal Programs Coordinator schedules meetings with the building administrator and School Leadership Team at each school to review indicators and budgets. | | Leslie Mayo | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 2 | 11/20/15 | Budget revisions occur throughout the year. | | Leslie Mayo | 05/31/2019 |
| <i>Notes:</i> | | | | | |

| IA14 | | The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | The district utilizes ESSA School Index Reports and all other available data to determine areas in need of support. The district trains and supports personnel in school improvement initiatives. | Limited Development 11/13/2015 | | |
| <i>How it will look when fully met:</i> | | The district provides opportunities for personnel to be trained in school improvement initiatives. Major decisions are reached through considering "is this best for ensuring high levels of learning for all students?" It is clearly understood that improving student learning is the primary responsibility of the principal and the main focus for each school. Major decisions within the district support the goal of ensuring high levels of learning for all students. | | Kim Wyrick | 05/31/2019 |
| Action(s) | Created Date | | 0 of 2 (0%) | | |
| 1 | 11/13/15 | Personnel attend school improvement trainings provided by ADE. | | Kim Wyrick | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 2 | 4/25/18 | Provide funding for professional development which supports the school improvement efforts of each school. | | John Ward | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| IA15 | | The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The superintendent allows principals and leadership teams to make decisions based on needs assessments. | Limited Development 10/26/2015 | | |
| <i>How it will look when fully met:</i> | | The district demonstrates a sustained commitment to improve all schools by developing the capacity of school personnel. District leaders clearly communicate specific practices which should be in place in each school. Processes have been created to support principals and school leaders as they implement these practices, monitor the results and make changes as needed. District leaders monitor student learning on a frequent and timely basis, and decisions are made based on the analysis of student learning data. District leaders celebrate progress and work to support the conditions needed in each school to ensure that all students learn at high levels. | | John Ward | 05/31/2019 |
| Action(s) | Created Date | | | | |
| <i>Notes:</i> | | | | | |

| Core Function: | | District Context and Support for School Improvement | | | |
|---|--------------|--|-----------------------------------|--------------|-------------|
| Effective Practice: | | Clarify district-school expectations | | | |
| | IC02 | The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.(29)(AllDistricts) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The district School Improvement Liaison maintains close communication with the schools, monitors progress and provides support as needed. | Limited Development 11/06/2015 | | |
| <i>How it will look when fully met:</i> | | The district School Improvement Liaison facilitates district school improvement efforts and maintains close communication with the schools. This person works collaboratively with other district-level administrators designated to support each of the schools. Evidence is maintained through documentation such as emails, agendas, minutes, and sign-in sheets. | | Kim Wyrick | 05/31/2019 |
| Action(s) | Created Date | | 0 of 3 (0%) | | |
| 1 | 11/20/15 | A district-level administrator is designated to support each of the schools in the school improvement process. | | John Ward | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 3 | 11/20/15 | District-level administrators, building administrators, and other school staff attend school improvement trainings provided by ADE. | | Kim Wyrick | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 4 | 11/20/15 | District-level administrators provide support and assistance to their designated schools through activities including, but not limited to, data analysis, classroom focus walks, attendance at leadership team meetings, assistance with quarterly reports and data entry into the Indistar platform. | | Penny Talley | 05/31/2019 |
| <i>Notes:</i> | | | | | |

| Core Function: | | School Leadership and Decision Making | | | |
|---|--|---|-----------------------------------|---------------|-------------|
| Effective Practice: | | Establish a team structure with specific duties and time for instructional planning | | | |
| ID01 | A team structure is officially incorporated into the school governance policy.(36)(AllDistricts) | | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The district has an established District Leadership Team which meets a minimum of one time per month. Each principal, other school leaders and district-level administrators are members of the District Leadership Team. Each school in the district also has an established School Leadership Team and Professional Learning Community Teams with scheduled times to meet. The principal, school leaders and district-level administrators are members of these teams as well. The meetings have agendas and include opportunities to build leadership capacity within the school. Documentation is maintained through minutes and sign-in sheets. | Limited Development 11/06/2015 | | |
| <i>How it will look when fully met:</i> | | The District School Improvement Liaison schedules meetings and develops agendas for the District Leadership Team. The superintendent ensures that each school maintains productive school leadership and instructional teams. The teams keep documentation of agendas, sign in sheets and minutes for review. District leaders are clear in communicating that the fundamental purpose of the district, and everyone within the district, is to ensure high levels of learning for all students. All major decisions (policies, practices, procedures and budget allocations) are reached through considering "is this best for ensuring high levels of learning for all students?" | | Kim Wyrick | 05/31/2019 |
| <i>Action(s)</i> | <i>Created Date</i> | | 0 of 4 (0%) | | |
| 1 | 11/6/15 | Meetings are scheduled for the District Leadership Team. Meetings focus on high levels of learning for all students. | | Kim Wyrick | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 2 | 11/6/15 | District administrators work with the building principals and other school staff to create schedules of School Leadership Team meetings and Professional Learning Community instructional team meetings. | | Sonya Russell | 05/31/2019 |
| <i>Notes:</i> | | | | | |
| 3 | 11/6/15 | Agendas, sign-in sheets and minutes are maintained for School Leadership and Professional Learning Community instructional team meetings. | | Penny Talley | 05/31/2019 |
| <i>Notes:</i> | | | | | |

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|---------------|---------|--|--|-----------|------------|
| 4 | 4/23/18 | The District supports the premise that the key to improving learning for all students is continuous, job-embedded learning for educators. The District leadership focuses on helping all students by building the collective capacity of educators and fostering ongoing, job-embedded professional development for all positions. | | John Ward | 05/31/2019 |
| <i>Notes:</i> | | | | | |