

Comprehensive Progress Report

Mission: A partnership will be established at the Magnolia Junior High School among students, faculty, staff, the family and the community during the transition years from elementary to high school which allows students to grow in personal responsibility, academics and in extra-curricular activities.

Vision: Where All Belong, All Learn, All Succeed

Goals:
Magnolia Junior High School will increase student achievement by 10% as measured by the ACT Aspire Summative Assessment.



! = Past Due Objectives KEY = Key Indicator					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, agendas are utilized in all team meetings; however, they are not distributed in advance. Agendas are used to help ensure time is spent on task resulting in productive meetings. Administrators encourage all meetings begin and end on time. Leadership Team meetings are created in Indistar.	Limited Development 11/18/2015		
<i>How it will look when fully met:</i>		Meeting facilitators will prepare the agendas for the meetings. Leadership team agendas will be uploaded into Indistar prior to the meeting for viewing. Documentation of other campus meetings will be kept on file.		Gwen Carter	05/31/2019
Actions			0 of 3 (0%)		
	11/19/15	Leadership team members will be provided the log in information for Indistar.		Glenda Smith	09/17/2018
<i>Notes:</i>					
	4/19/18	Notify all leadership team members via email when the agenda is uploaded into Indistar and encourage them to review agenda prior to leadership team meeting.		Glenda Smith	05/31/2019

<i>Notes:</i>				
11/19/15	The principal will create leadership team agendas and will be uploaded in Indistar. The campus maintains documentation for each meeting.		Gwen Carter	05/31/2019
<i>Notes:</i>				
	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
Initial Assessment:		The campus has bi-monthly leadership team meetings. The facilitator of the meeting ensures the team stays focused on the school improvement process, updates, and next steps.	Limited Development 11/18/2015	
How it will look when fully met:		Monthly leadership team meetings will occur at Magnolia Junior High campus to analyze data, research best practices, and implement needed strategies for student achievement.		Gwen Carter
Actions			0 of 12 (0%)	
4/19/18	Plans will be submitted to district to monitor for implementation and progress.		Glenda Smith	05/01/2018
<i>Notes:</i>				
4/19/18	Plans will be evaluated annually for goal progress and accomplishment.		Sonya Russell	05/01/2018
<i>Notes:</i>				
4/19/18	School Improvement Plans will be developed based on data analysis and needs assessments that are discussed and reviewed during team meetings.		Sonya Russell	05/01/2018
<i>Notes:</i>				
4/19/18	School Improvement Plans will track selected indicators for actions to monitor, assess, reflect and adjust for improvement based on decisions made at meetings.		Gwen Carter	05/01/2018
<i>Notes:</i>				
4/19/18	District and School Board will approve plans on post on school district website by August 1, 2018.		John Ward	08/01/2018
<i>Notes:</i>				
11/18/15	Look at school and district calendar to determine leadership team meeting dates.		Gwen Carter	05/31/2019
<i>Notes:</i>				
11/18/15	Create events for the leadership team meetings in escWorks.		Sonya Russell	05/31/2019
<i>Notes:</i>				
11/18/15	Data analysis is included in all team agendas.		Gwen Carter	05/31/2019

<i>Notes:</i>				
4/19/18	Research-based strategies will be examined and implemented to improve engagement and achievement.		Gwen Carter	05/31/2019
<i>Notes:</i>				
4/19/18	Research-based strategies to be implemented include: reciprocal reading, increased writing tasks, differentiated instruction, cooperative learning groups, and questioning strategies that engage students in higher order thinking skills.		Gwen Carter	05/31/2019
<i>Notes:</i>				
4/19/18	Grades, discipline referrals, and attendance data will be analyzed quarterly, and steps for improvement will be discussed and implemented as needed.		Glenda Smith	05/31/2019
<i>Notes:</i>				
4/19/18	A continuous inquiry cycle for improvement will serve as guidance during meetings.		Chris Lynch	05/31/2019
<i>Notes:</i>				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	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>		Teachers participate in classroom observations of their peers and discuss during team meetings.	Limited Development 04/19/2018		
<i>How it will look when fully met:</i>		Teachers will be in a continuous cycle of improvement based on self-reflection, peer reviews, peer coaching, observation feedback, and professional development.		Gwen Carter	05/29/2020
Actions			0 of 2 (0%)		
4/19/18		Instructional Needs Assessment will be used to determine instructional strategies and to guide summer staff development.		Sonya Russell	05/31/2018
<i>Notes:</i>					
4/19/18		Use the math and literacy coaches to actively engage teachers in coaching cycles.		Sonya Russell	05/31/2019

Notes:

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
	IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Use of curriculum maps as a teaching and pacing guide Use of curriculum maps based on Arkansas standards 	Limited Development 12/05/2017		
How it will look when fully met:		<ul style="list-style-type: none"> Use of curriculum maps as a living document that should be modified according to monitored student mastery Use Arkansas standards to build the basic curriculum map and add resources and activities to enhance the learning 		Gwen Carter	05/29/2020
Actions			0 of 2 (0%)		
	12/5/17	Set expectations for using Arkansas standards to teach and assess in all subjects.		Gwen Carter	05/31/2019
		<i>Notes:</i> All campus administrators and district administrative support will help monitor implementation through lesson plans, classroom observations, team meetings, and curriculum mapping.			
	4/19/18	Develop and implement common assessments in all content areas.		Gwen Carter	05/31/2019
		<i>Notes:</i>			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
	IIB05	All teachers re-teach based on post-test results.(95)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Teachers regularly assess students on unit lessons 	Limited Development 12/05/2017		
How it will look when fully met:		<ul style="list-style-type: none"> Teachers will assess unit lessons, analyze data, and reteach accordingly. 		Gwen Carter	05/29/2020
Actions			0 of 1 (0%)		
	12/5/17	Teachers will analyze unit assessment data and provide reteaching as needed.		Gwen Carter	05/31/2019
		<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 grades 7-9.</p> <p>Students in grades 7-9 participate in STAR reading and math assessments four times per year.</p>	Limited Development 04/19/2018		
<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.		Jennifer Kirkpatrick	05/31/2019
Actions			0 of 3 (0%)		
	4/19/18	Student data will be analyzed and strategies/interventions will be implemented in order to increase academic achievement and decrease gaps.		Melissa Matthews	05/31/2019
<i>Notes:</i>					
	4/19/18	Accommodate individual learning differences in flexible learning environments to increase academic achievement and success of all students and document in lesson plans and/or curriculum maps.		Gwen Carter	05/31/2019
<i>Notes:</i>					
	4/19/18	Use student growth conversations to set high goals and expectations to ensure student success.		Gwen Carter	05/31/2019
<i>Notes:</i>					

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>		<ul style="list-style-type: none"> Limited use of common assessments Limited use of standards-based assessments 	Limited Development 12/05/2017		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Use of fully developed common assessments that are standards based Use the results of the assessments to guide instructional strategies and practices, remediation, mastery of standards, professional instructional collaboration, and to drive the direction of the PLCs 		Gwen Carter	05/29/2020
Actions			0 of 1 (0%)		
	12/5/17	Provide professional development and guide the creation of common assessments.		Gwen Carter	05/31/2019
<i>Notes:</i> The use of PLCs will be the driving force behind accomplishing this goal.					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback).(140)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Magnolia Junior High School has been identified for additional targeted support based on the ESSA School Index subpopulation data for students with disabilities.	Limited Development 11/14/2018		
<i>How it will look when fully met:</i>		All teaches ask questions, solicit questions, provide explanations and give specific, focused feedback to each individual student based on his/her needs.		Gwen Carter	05/31/2020
Actions			0 of 13 (0%)		
	11/14/18	Continue to employ full-time Special Education teachers to assist in meeting the needs of students with disabilities.		Gwen Carter	05/31/2020
<i>Notes:</i>					
	11/14/18	Continue to employ licensed teachers to provide intervention services for students with disabilities.		Chris Lynch	05/31/2020
<i>Notes:</i>					

11/14/18	Continue to employ a full-time Mathematics Instructional Facilitator to work with classroom teachers to meet the needs of individual students.		Gwen Carter	05/31/2020
<i>Notes:</i>				
11/14/18	Continue to employ a full-time Literacy Instructional Facilitator to work with classroom teachers to meet the needs of individual students.		Gwen Carter	05/31/2020
<i>Notes:</i>				
11/14/18	Continue a partnership with Generation Ready to provide a part-time consultant to lend additional support to the school. This individual will visit classrooms and provide job-embedded professional development to teachers as the Middle School Literacy Initiative is implemented.		Penny Talley	05/31/2020
<i>Notes:</i>				
11/14/18	Continue to monitor instruction through focus walks conducted by building and district administration and Instructional Facilitators and provide targeted feedback to individual teachers.		Glenda Smith	05/31/2020
<i>Notes:</i>				
11/15/18	Continue to use all available data to conduct student growth conversations with students.		Glenda Smith	05/31/2020
<i>Notes:</i>				
11/15/18	Continue to build academic vocabulary through the implementation of the Word Generation program.		Jennifer Kirkpatrick	05/31/2020
<i>Notes:</i>				
11/15/18	Continue the attendance of Special Education teachers at department meetings with the district LEA Supervisor to address the learning needs of students with disabilities.		Chris Lynch	05/31/2020
<i>Notes:</i>				
11/15/18	Continue the attendance of Special Education teachers at monthly content Professional Learning Community team meetings. Teachers will collaborate in the development of a viable curriculum, the analysis of student achievement data and decision making to best meet the needs of each student.		Chris Lynch	05/31/2020
<i>Notes:</i>				
11/15/18	Implement monthly Special Education department Professional Learning Community team meetings to collaborate in the analysis of student achievement data and design strategies for improving the instruction of students with disabilities.		Brandi Lewis	05/31/2020
<i>Notes:</i>				

11/15/18	Provide professional development trainings including but not limited to the Boundless Learning Co-teaching model, SONDAY System, Middle School Literacy Initiative and RISE Academy.		Kim Wyrick	05/31/2020
<i>Notes:</i>				
11/15/18	Continue to utilize the services offered by the educational cooperative including but not limited to professional development trainings and additional support provided by education specialists.		Gwen Carter	05/31/2020
<i>Notes:</i>				