

## 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 English Language Arts by 10% as measured by the MAP (NWEA) assessment and other assessment and screening tools. Central Elementary School will also prepare students in grades 3-5 to meet or exceed expected growth as measured by future ACT Aspire Summative Assessments.

The goals for improving reading achievement throughout the district are as follows: • To continue proficiency and awareness training in the science of reading • To implement the evidence-based science of reading practices • To teach and solidify the Reading Foundational Skills needed to result in student proficiency in reading • To close reading gaps by addressing the deficits in Reading Foundational Skills and other components of the science of reading • To meet or exceed student expected growth 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
Initial Assessment:			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		
How it will look when fully met:			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	05/31/2023
Actions				0 of 6 (0%)		
	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 and are aligned with the standards and the science of reading components.			Angie Waters	05/31/2023
Notes:						
	12/9/15	Instructional facilitators, teachers, and administrators meet monthly/bi-monthly as grade and content level teams to discuss ongoing curriculum and strategies for increased student achievement.			Kathy Loper	05/31/2023
Notes:						
	12/9/15	Instructional facilitators and teachers work together to establish common units of instruction aligned with the standards and the science of reading components.			Rachel Allhands	05/31/2023
Notes:						
	4/21/18	Instructional facilitators, teachers and administrators meet frequently to clarify state standards in each grade and course. The collaborative team identifies 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	05/31/2023
Notes:						
	4/24/18	Continue to employ a full-time literacy instructional facilitator who also serves as a district R.I.S.E. trainer.			Angie Waters	05/31/2023
Notes:						
	4/24/18	Continue to employ a full-time mathematics/science instructional facilitator.			Angie Waters	05/31/2023

Notes:

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
Initial Assessment:			Units of instruction are currently being developed.	Limited Development 11/09/2017		
How it will look when fully met:			Teachers deliver effective instruction through a variety of learning activities which are aligned to the state standards, the science of reading components and are differentiated to meet the needs of each individual student.		Rachel Allhands	05/31/2023
Actions				0 of 5 (0%)		
	4/21/18	Provide ongoing professional development in topics/strategies/initiatives such as the science of reading, reciprocal reading, guided reading, writing, high-level questioning STEM and student-centered Mathematics such as Math Quest.			Kathy Loper	05/31/2023
Notes:						
	4/21/18	Monitor student learning and implementation of evidence-based strategies through classroom visits.			Becky White	05/31/2023
Notes:						
	4/12/22	Purchase and implement a high-quality, state-approved literacy curriculum, Core Knowledge Language Arts (CKLA), containing standards-aligned units that also teach the science of reading components.			Kathy Loper	05/31/2023
Notes:						
	4/12/22	Purchase and implement new science curriculum from McGraw Hill-Inspire Science that will tie literacy into the science classroom more effectively in order to meet the needs of all learners.			Rachel Allhands	05/31/2023
Notes:						
	4/12/22	Receive ongoing professional development from Pearson and McGraw Hill in order to effectively implement each new curriculum.			Rachel Allhands	05/31/2023
Notes:						

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
Initial Assessment:			Central staff members use all available data to plan instruction. Data sources include, but are not limited to, ESSA School Index reports and MAP (NWEA), PAST, MAZE, DIBELS Oral Reading Fluency, ACT Aspire and teacher-created assessments.	Limited Development 11/30/2017		
How it will look when fully met:			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. Data gathered from sources such as MAP (NWEA), PAST, MAZE, DIBELS Oral Reading Fluency, ACT Aspire and teacher-created assessments 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	05/31/2023
Actions				0 of 8 (0%)		
	4/18/18	The Central Leadership Team establishes a schedule for the administration of the following assessments: 1) MAP (NWEA); 2) PAST; 3) MAZE; 4) DIBELS ORF; and 5) ACT Aspire.			Karnesia George	05/31/2023
Notes:						
	4/18/18	Student assessment data is analyzed in Leadership Team Meetings and in content area team meetings (PLCs).			Rachel Allhands	05/31/2023
Notes:						
	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.			Rachel Allhands	05/31/2023
Notes:						

4/22/19	<p>To ensure all educators have an understanding of scientific reading instruction, staff members will participate in one pathway to connect principles from neuroscience about how the brain learns to read with classroom instructional practices.</p> <p>To complete the science of reading proficiency pathway requirements, attendance at the R.I.S.E. Academy will occur. This professional development provides high-level training in the knowledge and skills in the science of reading for teachers and administrators in grades K-6 and administrators and special education teachers in grades 7-12.</p> <p>R.I.S.E. training will be provided each year for new staff.</p>		Penny Talley	05/31/2023
<i>Notes:</i>				
4/22/19	The Literacy Instructional Facilitator will continue to receive training which allows her to serve as a district R.I.S.E 3-6 trainer.		Angie Waters	05/31/2023
<i>Notes:</i>				
4/22/19	Implement R.I.S.E strategies into instruction in accordance with the science of reading research.		Kathy Loper	05/31/2023
<i>Notes:</i>				
4/30/19	Based on the results of the district-requested reflective study performed by educational cooperative staff in May 2019, monitor/revise a campus/district dyslexia plan that ensures meeting the requirements of Act 1063 and the needs of all students who exhibit characteristics of dyslexia.		Kathy Loper	05/31/2023
<i>Notes:</i>				
5/5/21	Using funding from the Comprehensive Literacy State Development (CLSD)/Successful Outcomes for Arkansas Readers (SOAR) grant, curriculum, assessments, and professional development aligned with the science of reading were purchased.		Penny Talley	05/31/2023
<i>Notes:</i>				

		IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
<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, PAST, MAZE, DIBELS ORF, MAP(NWEA), ACT Aspire and teacher-created assessments. Remediation and intervention services are provided in the regular classroom and also in small group push-in 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>05/31/2023</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	4/18/18		The Central Leadership Team meets regularly to analyze data and plan for continued school improvement.		Angie Waters	05/31/2023
<i>Notes:</i>						
	4/18/18		Remediation and intervention services are provided by licensed teachers in the regular classroom and also in small group push-in sessions.		Gwen O'Guinn	05/31/2023
<i>Notes:</i>						
	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. Small groups target deficits in Reading Foundational Skills.		Kathy Loper	05/31/2023
<i>Notes:</i>						
	4/21/18		Continue to employ intervention faculty members to provide remediation services.		Angie Waters	05/31/2023
<i>Notes:</i>						
	4/12/22		Purchase and implement a high-quality, state-approved literacy intervention curriculum, 95% Group Phonics Lesson Library, for Tier 1 and Tier 2 instruction to utilize for students struggling in reading foundational skills.		Kathy Loper	05/31/2023
<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
Initial Assessment:			Central continues to implement the Science of Reading strategies in all grade levels. Teachers continue to incorporate strategies designed to enhance student engagement. The strategies are incorporated into daily instruction.	Limited Development 11/30/2017		
How it will look when fully met:			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	05/31/2023
Actions				0 of 6 (0%)		
	4/18/18	Students are placed in Reciprocal Reading groups and given frequent opportunities to read and discuss text together.			Rachel Allhands	05/31/2023
Notes:						
	4/18/18	Students are given frequent opportunities to write.			Kathy Loper	05/31/2023
Notes:						
	4/18/18	Students are given frequent opportunities to turn to a neighbor and discuss text.			Becky White	05/31/2023
Notes:						
	4/18/18	As needed, teachers are provided specific small-group professional development sessions, and on-going job-embedded professional development during the year, to support the effective implementation of the Science of Reading components and other strategies for student engagement.			Kathy Loper	05/31/2023
Notes:						
	4/21/18	Student engagement and on-task behavior will be monitored through classroom visits.			Gwen O'Guinn	05/31/2023
Notes:						
	4/12/22	Administrators will begin the science of reading assessing process with support from the literacy facilitator, the math/science facilitator, the district literacy coordinator, and educational cooperative literacy specialists.			Angie Waters	05/31/2023
Notes:						

		IIIA39	All teachers maintain a record of student mastery of standards-based objectives.(148)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Not all teachers are tracking each student's progress in mastering learning objectives.	Limited Development 04/18/2019		
<b>How it will look when fully met:</b>			All teachers will be tracking each student's progress in mastering learning objectives. This will enable the teacher to modify learning plans, accelerate students who achieve early mastery, and provide support (or modify plans) for students lagging behind.		Rachel Allhands	05/31/2023
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	4/18/19		Utilize the cohort checklist to ensure that the instructional materials and strategies teachers are using are aligned to standards and support the science of reading components.		Kathy Loper	05/31/2023
<i>Notes:</i>						
	4/18/19		Teachers will maintain documentation showing that standards have been mastered.		Angie Waters	05/31/2023
<i>Notes:</i>						



Core Function:			Student-Focused Learning		
Effective Practice:			Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path		
		BL01	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)	Implementation Status	Assigned To Target Date
Initial Assessment:			<p>In 2020, the Magnolia School District established a task force to develop a Re-Entry Plan in preparation for the return to onsite instruction and the implementation of the Ready for Learning Model components. The task force is comprised of committees and subcommittees. Committees include the following: Curriculum Delivery, Scheduling, Health and Safety, Technology Access, Professional Development, Extra-Curricular and Policies Oversight. The 2020-2021 District Re-Entry Plan is accessible through the following link:</p> <p><a href="https://www.magnoliaschools.net/o/msd/page/district-re-entry-plan">https://www.magnoliaschools.net/o/msd/page/district-re-entry-plan</a></p> <p>During the 2020-2021 academic year, needs were identified which prompted the establishment of Instructional Technology and Digital Learning committees. These committees continue to meet regularly and have representation from all campuses.</p>	Limited Development 06/24/2020	
How it will look when fully met:			When this indicator is fully met, all teachers will effectively mix traditional classroom instruction with online delivery of instruction and content to allow the student a degree of control over time, place, pace and/or path.		Angie Waters 05/31/2023
Actions				0 of 2 (0%)	
	6/24/20	Provide appropriate technology professional development opportunities to staff members who need additional technology training to effectively implement blended learning methods.			Rachel Allhands 05/31/2023
Notes:					
	6/24/20	Identify individuals to provide training in appropriate technology professional development. These individuals will be responsible for training others at Central Elementary School.			Angie Waters 05/31/2023
Notes:					