

Comprehensive Progress Report

Mission: The staff of Wynne High School believes that all students have potential, and we strive to challenge all students to maximize their educational abilities. Our school's purpose is to educate all students to live and work with all people, to adapt to change, to think critically, to appreciate the arts, to use technology and to value a democratic society. We commit ourselves to education for today and tomorrow.

Vision:

Goals:

Wynne High School will provide small learning communities to prepare students for college and career paths through the STEM and BCH2 Academies. Through the Freshman Academy Wynne High School will mentor ninth grade students to assure a successful transition from junior high to high school.

 Activity in the last 12 months

! = Past Due Actions KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Informal surveys and conversations are used, but there is no formal procedure in place.	Limited Development 12/08/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		A systematic compilation of needs based observations will be utilized, such as the Bloomboard dashboard to plan professional development.	Objective Met 05/19/17	Keith Watson	06/30/2017
Action(s)	Created Date				
1	12/8/15	Purchase Bloomboard enhancements to disaggregate data.	Complete 05/31/2016	Carl Easley/Kathy Lee	08/26/2016
<i>Notes:</i>		We had a trial subscription to the Bloomboard dashboard, but our district did not purchase this enhancement.			
2	12/8/15	Administrators will conduct monthly classroom walkthroughs, then conference with teachers to provide honest feedback.	Complete 05/19/2017	Building Administrators	05/19/2017

Notes: Principals denoted walk through observations on ipads and shared the information with teachers.

3	12/8/15	Obtain faculty input about pertinent professional development through a survey.	Complete 05/25/2016	Keith Watson	05/27/2016
Notes:					
Implementation:			05/19/2017		
Evidence	5/19/2017 Evidence may be obtained by viewing the principals documentation in both the informal and formal notes kept.				
Experience	5/19/2017 The academy principals each participated in this objective. Walkthroughs where done at varying times. Feedback was given to the teachers informally or during formal teacher evaluation conferences.				
Sustainability	5/19/2017 This practice must be continued by the principals in order to maintain its effectiveness.				

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
Initial Assessment:		Teachers meet weekly in either content PLCs or academy PLCs to plan their instruction. Department chairs take the lead in the content PLCs. Each group, along with the curriculum coordinators, determine the frequency of test administration. At the present time, pre/post test are provided for each unit with math and literature textbooks. ACT Aspire interim assessment is given three times during the school year.	Limited Development 09/23/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The teachers will administer the interim ACT Aspire. Lesson plans will show a correlation between the assessments and instructional outcomes, with adaptations made to assure student understanding. Modifications will be made for students with IEPs 504s, and any other special education requirements.	Objective Met 12/15/17	Keith Watson	05/25/2018
Action(s)	Created Date				
1	9/23/15	Content PLCs and Academy PLCs meet regularly. As needed, they will use this time to examine assessment data from TLI, ACT Aspire, and teacher-made assessments.	Complete 05/18/2016	Department Chairs/Academy Chairs	05/27/2016

<i>Notes:</i>					
2	9/23/15	Students will be given norm-referenced assessments at least three times a year, which will consist of the interim ACT Aspire or pre/post tests provided by or created to correlate with the textbooks. These will determine which students are "flagged" for tutoring and special push-in assistance. Minutes of PLC meetings, as well as lesson plans will provide evidence of pre/post test development, administration, and modifications in instruction.	Complete 03/27/2017	Department Chairs	03/27/2017
<i>Notes:</i> Students in grades nine through eleven were given norm-referenced assessments at least three times a year.					
3	9/1/16	All content departments will create pre/post tests if none are provided for their department.	Complete 11/14/2017	Department Chairs	05/25/2018
<i>Notes:</i> This has not been fully implemented in all departments, but will be a focus during the 2017 - 2018 school year.					
4	9/22/16	When PLCs meet, they will discuss the pre/post tests and establish a timeline for implementation.	Complete 11/14/2017	Department Chairs	08/31/2017
<i>Notes:</i>					
Implementation:			12/15/2017		
Evidence	12/15/2017 Agendas and minutes from PLC meetings will illustrate the use of pre and post tests. Lesson plans collected by principals will demonstrate teachers' use of modifications.				
Experience	12/15/2017 Teachers are meeting PLCs and using pre and post tests. Lesson plans show modifications.				
Sustainability	12/15/2017 Principals will continue to monitor teachers' lesson plans for implementation. PLCs will continue to meet and utilize pre and post tests.				

IID09		Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Department teams are currently meeting weekly to evaluate data and formulate instructional strategies identified with the data.	Limited Development 11/14/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Regularly scheduled meetings will be held in both the academy teams and department teams to examine data to meet the educational goals of students in need of support and formulate lesson plans. Documentation will include: agendas and sign in sheets, ACT Aspire scores, and lesson plans.	Objective Met 05/19/17	Keith Watson	05/19/2017
Action(s)	Created Date				
1	11/14/16	During content meetings teachers will review common assessments, interim assessment scores, and plan instruction accordingly.	Complete 05/18/2017	Department Chairs	05/19/2017
		<i>Notes:</i> This is being done with sign in sheets and agendas.			
2	11/15/16	Academy meetings will be held weekly, where student interventions are discussed across the content areas and data based decision-making is utilized.	Complete 05/17/2017	Academy Facilitators	05/19/2017
		<i>Notes:</i> Agendas, sign in sheets and academy notes are in Google drive shared with team members.			
3	11/14/16	Teachers will deconstruct the power standards at meetings in an effort to incorporate interdisciplinary learning opportunities for students.	Complete 05/18/2017	Department Chairs & Academy Facilitators	05/19/2017
		<i>Notes:</i> The is done at both the content meetings and the academy meetings.			
Implementation:			05/19/2017		
Evidence	5/19/2017	Academy agendas and content area agendas are kept on file in Google Drive documenting how the teams use student learning data to plan instruction.			
Experience	5/19/2017	Teachers at WHS meet twice weekly, once in academy teams, and a second time in content department meetings. The time is used to examine data and plan instruction in the content areas as well as across the curriculum. The math and literacy facilitators meet with the teams and assist as needed with data interpretation.			

Sustainability		5/19/2017 It is important for both types of meetings to occur to continue the academy strategies, as well as teaching the content area standards using student learning data.			
	IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The faculty has begun the examine data on a regular basis under the guidance of the math and literacy specialists who work with all departments.	Limited Development 11/14/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Regularly scheduled meetings will be held in both the academy teams and department teams to examine data to meet the educational goals of students in need of support. Documentation will include: agendas and sign in sheets, ACT Aspire scores	Objective Met 05/19/17	Cheryl Parrish	05/26/2017
Action(s)	Created Date				
1	11/15/16	Student data will be used by the curriculum specialists to identify students needing academic assistance and refer them to the interventionist.	Complete 05/19/2017	Cheryl Parrish	05/26/2017
<i>Notes:</i>					
2	11/15/16	Curriculum specialists will meet with academic departments to examine data trends and determine those most in need of support.	Complete 05/19/2017	Cheryl Parrish	05/26/2017
<i>Notes:</i> Content team meetings will be held with agendas and minutes. Different departments may look at data differently.					
3	11/15/16	Teachers will hold individual conferences with students concerning data and document these conversations using a Google form, lesson plans, grade book notation, or other notebook entries.	Complete 05/19/2017	Classroom teachers	05/26/2017

Notes: Teachers may hold these conversations with individual students at the appropriate time in their classrooms.

		05/19/2017		
Implementation:				
Evidence	5/19/2017 Documentation of the this objective may be found in teacher grade books and conference forms created by the literacy specialist.			
Experience	5/19/2017 Curriculum specialists, along with content teachers, examined data on a weekly basis. This was discussed in both the content meetings and the academy meetings.			
Sustainability	5/19/2017 The literacy specialist is working on a better, more efficient way to conference with students on an individual basis. This will include both the student's teacher and the specialist working as a team.			

IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Continuity of unit planning is being addressed by way of content PLCs. Students in need of remediation are red-flagged and added to the S.O.S. list during academy team meetings. These students are given extra attention and assignment help.	Limited Development 10/13/2014		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Teachers will meet in content PLCs as well as grade level PLCs to plan their instruction in the new academies. Department chairs will take the lead in the content PLCs, and each group will determine the frequency of pre/post test administration. At the present time, pre/post test are provided for each unit with math and literature textbooks. These will be utilized, as well as pre/post tests created by the individual teachers. Faculty will also tract TLI testing and ACT Aspire data on students throughout the grades.	Objective Met 10/24/17	Keith Watson	05/26/2017
Action(s)	Created Date				
1	11/19/14	Students will be given a pre and post test that was created in the PLC meetings for each class. Instruction will be modified based on the pre test. With full implementation, the percentage of students achieving proficiency will increase. Evidence will be class averages.This will determine which students are "flagged" for special enrichment classes and tutoring. Minutes of PLC meetings, as well as lesson plans will provide evidence of pre/post test development and administration.	Complete 05/18/2016	Tammy Taegtmeier	05/18/2016
		<i>Notes:</i> The "push-in" assistance instructor resigned in Dec. 2015. The principal was unable to replace her.			
2	11/19/14	Content PLCs meet regularly. As needed, they will use this time to examine pre/post tests provided in textbooks and create other pre/post tests.	Complete 05/18/2016	Department Chairs	05/20/2016
		<i>Notes:</i>			
3	5/26/16	Pre/post tests will be created by each department during their summer planning day for the 2017 - 2018 school year.	Complete 10/24/2017	Department Chairs	05/25/2018
		<i>Notes:</i>			
Implementation:			10/24/2017		

Evidence	10/24/2017 Meeting minutes from 10-23-17 include verification from each department chair that their team had planned pre & post test items to ensure students were receiving proper instruction and assessments.			
Experience	10/24/2017 Each department worked together to create common assessments and pre/post tests.			
Sustainability	10/24/2017 Departments will continue to meet in PLCs to identify struggling students, analyze data, and align coursework & test items.			

Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound instruction in a variety of modes
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III A32	All teachers interact managerially with students (reinforcing rules, procedures).(141)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	WHS offers many ways to share information, such as communicating rules and procedures, with students and staff. On a weekly basis, teachers attend staff meetings, content team meetings, and academy meetings to discuss expectations. During enrichment time, students are given communications on events, rules, and procedures, as well as to attend club activities. Behavior training is delivered in group assemblies by speakers and occasionally through videos. Weekly advisory meetings allow students to read email, check grades, learn skills such as test-taking and study habits, and communicate with teachers about procedures and grades.	Limited Development 10/24/2017		
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Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	WHS strives to establish classrooms with an orderly climate where rules are established and students interact with others through consistent, respectful behavior. Teachers will monitor students at all times and help to ensure learners are engaged in instruction with minimal distractions.	Objective Met 03/08/18	Keith Watson	05/31/2018
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Action(s)	Created Date			
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1	10/24/17	Kagan strategies will be utilized and training revisited to keep this beneficial tool continually working in the classrooms.	Complete 11/14/2017	Academy teams	11/30/2017
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Notes: Useful Kagan activities can be shared during Academy meetings.

2	10/24/17	A school counselor will look for a program to help teach compassion within the classrooms to help alleviate bullying problems.	Complete 01/19/2018	Lisa Turner	01/31/2018
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Notes: Feedback from the school survey showed that there was a problem with bullying in the classrooms. Students and staff would benefit from a program or tool to create a more compassionate school.

Implementation:		03/08/2018		
Evidence	3/8/2018 Administrators can provide content team meeting agendas and the sign-in for cultural awareness training. Academy team meeting agendas will show the dates the Kagan strategies were reviewed in those meetings.			
Experience	3/8/2018 Teachers are implementing Kagan strategies for behavior management and meeting all learning styles. The counselors and administrators located an ASU professor who was able to speak with the faculty about cultural awareness and working with our students.			
Sustainability	3/8/2018 Re-evaluation of our behavior management is ongoing throughout the year. We will continue to discuss Kagan strategies and the potential for training refreshers.			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
IIC05		All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Kagan structures for classroom management: whole-group, small group Use of Google Classroom for computer-based instruction & homework Pre-post and post-tests in each content area Two computer carts were added this year to allow more computer-based instruction 	Limited Development 11/08/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		<ul style="list-style-type: none"> Lesson plans will reflect instructional modes in more explicit detail or will use labels for instructional modes At least two modes of instruction will be used during each class and will be regulated by principals during their observations and evaluations 	Objective Met 03/08/18	Keith Watson	05/31/2018
Action(s)	Created Date				
1	11/14/17	Every teacher will use two modes of instruction delivery (computer, small group, whole group) in each class time to offer students differentiation. Evidence of this will be shown in teachers' lesson plans and verified by observing the principal or assistant principal.	Complete 01/31/2018	principals	05/31/2018
Notes:					
Implementation:			03/08/2018		
Evidence		3/8/2018 The Chromebooks are reserved through a Google Form which will reflect their use. Google Classroom files will reflect teachers' use of the tool with their classes. Administrators will file lesson plans from their teacher evaluations.			
Experience		3/8/2018 WHS teachers are utilizing Google Classroom and have filed digital lesson plans for AMI days, too. Lesson plans will reflect that teachers are using a variety of instructional methods. The Chromebooks are being utilized and are in constant use.			
Sustainability		3/8/2018 The Chromebooks will need to be available and in repair for teachers to utilize. Administrators will continue to monitor teachers' lessons to make sure they are using a variety of teaching modes.			