Comprehensive Progress Report

Mission:

The mission of Marvin Ridge High School is to educate all students in a safe, inspiring, and globally aware environment that promotes respect for diversity, lifelong learning, challenging athletics, and extra-curricular experiences that foster successful living.

Vision: Marvin Ridge High School will provide a diverse educational experience which will empower our students to succeed as citizens in a changing global community.

Goals:

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A. 4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

B2.03 The school will establish a team structure among teachers with specific duties and time for instructional planning.

C2.01 The school leadership will regularly look at school performance data, survey data, and other sources of information to make decisions about school improvement and professional development needs.

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Limited Development 10/14/2019		
How it will look when fully met:				
Actions				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
KEY **A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our Department and Professional Learning Team structure addresses the goals of vertical alignment and course-alike consistency. Evidence of standards-aligned units of study and assessments exists. We are stronger in the development of common post-assessments than pre-assessments at this time.	Limited Development 10/14/2019		
How it will look when fully met:				
Actions				
	Notes:			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We are currently working to strengthen Tier 2 support systems. We are implementing a monthly "roundtable" session involving administration, counselors, nurse, and social worker to ensure careful tracking of students' academic progress, social/emotional needs, medical needs, attendance and more. We are working to ensure teachers have knowledge of evidence/research based strategies & resources to align with quality tiered instruction. We have used Discovery Education resources and called upon our Director of Innovation & our Media Coordinator to share strategies and instructional resources that are available through Canvas. Discussion will take place in pre and post Observation meetings surrounding the use of Tier 2 support systems currently being used in the classroom to determine future instructional strategies PD.	Limited Development 10/16/2019		
How it will look when fully met:	When this indicator is fully met, all students will feel socially and emotionally supported, along with having received proper tiered instruction that will lead to academic success. To determine if this has reached full implementation, we will use our current academic concern list, along with our at-risk student lists from counselors & our nurse, to monitor student growth and progress every 3-6 weeks. We will continue to monitor the use of teachers' Friday office hour session, as well as how the teachers are communicating with their at-risk students to take advantage of this offering. Data from attendance, student surveys,, progress reports, nurse's input, and guidance counselor input regarding emotional/academic support will be gleaned to show progress and weak points.		**Nancy Claudio**	**06/04/2021**
Actions		**0 of 3 (0%)**		
10/28/19	To create data points of students who are involved with extracurricular activities to check on their academic success/emotional well-being, compared to students who do not get involved with extracurricular activities. Develop a plan to help students become more involved in available offerings.		Nancy Claudio	01/22/2021

Notes:	The team would like to monitor the academic failure and at-risk student lists for students who are currently involved with extracurricular activities to look for success indicators.				
10/28/19	Administration will comprise a list of teachers who will benefit from professional development that involves the inclusion of tiered instructional strategies. This will be discussed at each of the post observation meetings to see what type of interventions the teachers are using and what training should be organized so that 100% of our teachers understand how to get to tier 2 instruction.			Nancy Claudio	01/22/2021
Notes:	Administration will discuss what data they have collected from their post observations and determine a date and time for PD for teachers who will benefit from further investigation of Tier 2 instruction.				
10/28/19	Use the data from the college & career readiness tools to develop a 4 year plan of support for each of our students to take them from Freshman to Senior year. This data will be checked yearly to look for improvement in student offerings, by the data the students have provided, which may change according to the population that completed the college & career readiness tools.			Nancy Claudio	06/04/2021
Notes:	Will work with counseling staff and data manager to get the necessary information needed.				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our Problem of Practice was specifically aligned to this indicator. We implemented a SMART lunch schedule during the 19-20 school year, specifically with the goal of increased sensitivity to providing more supports and opportunities to students within the school day. SMART lunch stands for Students Maximizing Achievement, Relationships & Time. The relationships and time factors inherent within the structure provide many opportunities to address students' emotional needs and for supports to be provided in the areas of stress, anxiety, relaxation, balance, time management and more. We hope to return to this schedule as soon as safety and operational protocols will allow.	Limited Development 10/16/2019		
How it will look when fully met:					
Actions					
Notes:					

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have expanded our high school ambassadors who will serve an important role in meeting student-to-student with incoming freshmen throughout the course of the year. These ambassadors began their efforts at our Open House events in August. These students will meet with 8th graders in their homerooms at the middle school to address a variety of academic and social components of high school. Incoming freshmen tour the school and visit classrooms prior to registration for high school classes. These ambassadors are also being used for any new student who enrolls in Marvin Ridge High School to help with a smooth transition.	Limited Development 10/16/2019		
How it will look when fully met:		The development and implementation of a support plan will allow all students to feel ready to transition from grade to grade and level to level, which includes middle to high school and also includes college/ career readiness. We will incorporate the information gleaned from the career & college planning tools, along with academic data from end of course testing to look for success trends. We will gather information for our plan from data collected from meetings with feeder schools and college representatives. We will have PLC's focused on vertical alignment, as well as the emotional/social aspects of their students.		Jamal McGee	06/04/2021
Actions			0 of 3 (0%)		
	10/28/19	To incorporate the Maverick Ambassadors to be student mentors for incoming freshman.		Carren Heartley	06/04/2021
	Notes:	Carren Heartley will meet with Mrs. Claudio, the Ambassador Sponsor, to set up Ambassador responsibilities.Ambassadors will then conduct check ins with Mrs. Heartley.			
	10/28/19	Using internal faculty members, the department chairperson will develop a list of teachers who have a strong grasp on the content objectives/standards and instructional strategies to formulate professional development opportunities for those in common curriculum within the same department. This will enable all teachers to have a strong grasp on tiered instruction so each student in our school will have the opportunity to enter each grade and level with a high level of academic success and confidence.		Nancy Claudio	06/04/2021

	Notes:	Administration will need to meet with all department heads to start this process. Using assessment data may help with implementation with teachers whose students currently have a high level of academic success.			
	10/28/19	To offer upper level academic class training(AP/IB) to 25% of each academic department so teachers will understand the needs and rigor needed for transitional academic success for all students who choose next level courses.		Matthew Gain	06/05/2022
	Notes:	Mr. Gain will need to set up meetings with Mr. McGee and Mrs. Cook to determine budget for this action.			

Core Function:			Dimension B - Leadership Capacity		
Effective Practice:			**Strategic planning, mission, and vision**		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Leadership Team, administrative team, and site-based teams meet regularly with agendas and plans focused on effective practices in a variety of areas within the school. Our monthly MTSS roundtable meetings and student data tracking in this area also serve as evidence of implementation.	Full Implementation 10/16/2019		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The structures for team planning were clearly evident within our SMART Lunch schedule and we hope to return to that structure as soon as possible. Each department and Professional Learning Community unit have one day per week for one additional hour of collaborative planning. During the 2020-21 schedule, a focus on time for PLC collaboration has been built into our Friday Remote Learning Day monthly schedule.	Limited Development 10/16/2019		
How it will look when fully met:			Our team structure will be fully organized and functional, with every teacher , in every department having a scheduled instructional planning time. It will show consistency among all department, with common curriculum working towards student success. The administration will be monitoring the use of scheduled planning time, available on Friday Remote Learning days for 2020-21. Monthly PLC meetings will be monitored using Agenda information and a benchmark data analysis will be performed. Monthly department meetings will be scheduled as well to assure vertical alignment.		**David Thomson**	**06/04/2021**

Actions				0 of 3 (0%)		
	10/28/19		To schedule monthly PLC, course alike meetings to ensure similar standards, pacing and expectations.		David Thomson	06/04/2021
	Notes:		These meetings will be implemented during Smart Lunch. It is necessary to monitor that this time is being utilized.			
	10/28/19		Monthly vertical course alike meetings to ensure continuity for leveled courses.		Winston Sims	06/04/2021
	Notes:		Will need to check meeting notes and agenda to confirm that vertical alignment is being discussed.			
	10/28/19		Team will do a Benchmark Analysis after each assessment to monitor growth and stability among the course alike subjects		Carol Giocondi	06/04/2021
	Notes:		Analysis data will be shared with at the department meetings to be used at the next course alike PLC.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The observation schedule by which administrators formally evaluate teachers and provide feedback serve as evidence of this indicator. In addition, the administrative team has created a schedule for "walk and talks" quarterly. During this time, small groups of teachers visit classrooms throughout the building and provide feedback to the teachers. The feedback is aligned with the UCPS EmpowerED framework.	Full Implementation 10/16/2019		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Professional development is an area of focus for the year. Our administrative team has met with both our Director of Innovation & Educational Technology this fall and our Instructional Content Facilitators to brainstorm plans and actions to supplement professional development opportunities. The quarterly walk and talk opportunties being organized by the administration fall within this area. Additionally, 25% of the teaching staff will spend a day shadowing/observing a teacher in another high school as a means of growth & development. Administrators are intentionally supporting teachers in the development of the Professional Development Plans for the year and encouraging teachers to take advantage of regional, state, and national trainings that are pertinent to their areas of expertise. International Baccalaureate teachers have attended training in Nevada this August, and many Advanced Placement teachers are scheduled for training in October. Our Media Coordinator & Theater Director have attended relevant state conferences for their field this fall. These sorts of training experiences are a budgetary priority and will be encouraged throughout the year. A team of 11 will be attending a keynote with Dr. Bill Daggett as further evidence of professional development & growth for staff members.	Limited Development 10/16/2019		

				Donna Cook	06/04/2021
How it will look when fully met:	When this indicator is at full implementation there will be a system of ongoing school improvement planning , which will include a focus on professional development. Our goal of sharing and supporting the implementation of instructional best practice in all classroom will have been met. Teacher survey data related to professional development experiences will improve by 35% overall. The site-based team and school leadership team comprised of department chairperson will routinely analyze student performance data both formative and summative , including sub group achievement results. Additionally, both of these groups will analyze survey data from various stakeholders to identify both strengths and areas for improvement. Both achievement and survey data will be used to set goals for improvement. Some of the PD will be determined by the group, as well as, individual teacher needs determined by observations, and self reflection.				
Actions		**1 of 3 (33%)**			
10/28/19	Using the teacher survey data, our leadership team has identified areas needing improvement, with professional development and opportunities for input being two of the most noteworthy. The faculty will receive ongoing survey opportunities to provide input on a variety of academic and operational topics.	Complete 12/20/2019	Donna Cook	06/04/2021	
Notes:	We will focus on professional growth needs, general areas of concerns and ways in which we can support staff members' professional and personal needs.				
10/28/19	Offer and design professional development that allows for improved tier 1 and 2 instruction, and incorporates the ability for the faculty members to choose which sessions to attend.		Justin Jones	06/04/2021	
Notes:	Develop a menu of choices and identify in-house and division experts to help complete this action.				
10/28/19	The administrative team will organize school visits for 25% of our faculty members to observe other teachers within the district who teach the same subject matter. Teachers will share out what they have learned at our department meetings.		Donna Cook	06/04/2021	
Notes:	The faculty members can volunteer to attend these sessions, as well as, teachers who are chosen due to observation outcomes.				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			**Talent recruitment and retention**			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The administrative team leads the hiring and evaluation processes. Staff are involved in attending job fairs and recruiting new team members for replacement and expansion positions.	Full Implementation 10/16/2019		

Core Function:			Dimension E - Families and Community			
Effective Practice:			**Family Engagement**			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The parents of our school are informed through weekly messaging. Parent representatives are actively engaged in a variety of organizations to support the school.	Full Implementation 10/16/2019		