

## Comprehensive Progress Report

**Mission:**

The Mission of Hoxie High School is to provide students with devoted and compassionate teachers who will create a safe environment and rigorous course work. By providing these tools, we will produce self-directed learners in an ever-changing world.

**Vision:**

The Vision of Hoxie High School is to provide a community of learners where everyone is valued. All faculty and staff, in partnership with parents and families, are committed to doing what it takes for students to achieve academic success, as guided by state standards.

**Goals:**

- Hoxie High School will implement a culture of a growth mindset.
- Teachers will review data, collaborate, and integrate the data into a classroom action plan.
- Teacher will apply Webb's Depth of Knowledge levels 3 and 4 to help design stronger instruction.



! = 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				
		ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have a team in place. However we are in the process of establishing policy.	Limited Development 09/02/2015		
<i>How it will look when fully met:</i>			The school will form a leadership team that consists of the chair from each department, the principal, and the curriculum director. The leadership team will meet twice each month after school to be allowed time to plan and monitor. Teams will focus on student improvement		Lori McKenzie	12/31/2019

and curriculum alignment. The team will also make recommendations for professional development based on the needs of the teachers.

<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 4 (50%)</b>		
1	3/15/16	The high school leadership team will be formed from a chair from each department, the principal, and the curriculum director.	Complete 09/23/2015	Jennifer Huff	10/07/2015
<i>Notes:</i>					
2	3/15/16	Teams will meet twice each month		Lori McKenzie	10/15/2018
<i>Notes:</i> Teachers will be paid a stipend of \$25 per hour for staying after contracted hours					
3	3/15/16	Each person on the team will be responsible for the implementation professional learning community process within his/her department.	Complete 08/25/2017	Lori McKenzie	12/31/2019
<i>Notes:</i>					
4	11/21/16	Each professional learning team will meet monthly to to collaborate on lesson planning related to increasing student achievement. Teachers will analyze data and make necessary adjustments to their instruction to meet the needs of students. The team will provide support and ideas for instructional adjustments.		Lori McKenzie	11/11/2019
<i>Notes:</i>					

<b>ID04</b>		<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We are currently developing and keeping documentation for all meetings. Agendas, minutes, and sign-in sheets are kept in a binder and turned in for documentation.	Limited Development 09/02/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		High school leadership team leaders will prepare agendas prior to meeting to keep teams focused and on task. Team agendas, sign-in sheets, and minutes will be put in binders and turned in for review by the district leadership team.		<b>Jennifer Huff</b>	<b>11/05/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	3/15/16	Provide each team leader with a binder to keep documentation.		Jennifer Huff	10/23/2018
<i>Notes:</i>					
2	3/15/16	Collaborate with the school leadership team to determine guidelines for keeping agendas and minutes.		Jennifer Huff	10/30/2018
<i>Notes:</i>					

3	11/21/16	With each new school year, team leaders will be reassigned as needed.		Lori McKenzie	11/04/2019
<i>Notes:</i>					
4	7/5/18	After each meeting, a copy of the sign in sheet, agenda, and minutes will be turned into the curriculum director and principal within 3 business days.		Jennifer Huff	12/31/2018
<i>Notes:</i>					
<b>Implementation:</b>			12/07/2017		
<b>Evidence</b>	12/7/2017	Evidence to ensure this objective has been fully met is in the form of meeting agendas, sign-in sheets, and minutes. All documentation is kept in the district office.			
<b>Experience</b>	12/7/2017	In order to pursue this objective, team leaders were supplied with appropriate materials to help with organization. Guidelines were also developed by the school leadership team for keeping agendas and minutes. After each meeting, all documents are to be turned in to the district's curriculum director.			
<b>Sustainability</b>	12/7/2017	To sustain our efforts, team leaders must be assigned each year. All leaders must fully understand guidelines set by the leadership team. Team members must also be held accountable for keeping proper documentation.			
	<b>ID08</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The school currently has a team in place and each member meets with his/her department. Agendas and minutes are available. The improvement plan and indistar is available for teachers. However, teachers lack training in accessing and understanding information. Many are not involved in the planning process.	Limited Development 10/26/2016		
<b>How it will look when fully met:</b>		All teachers in the school will have an understanding and ownership in the school improvement plan through communication with members on the school's leadership team. Teachers will be comfortable navigating the indistar website and accessing relevant information.		<b>Lori McKenzie</b>	<b>10/31/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	3/24/17	Teachers will be trained on how to become more involved in the development of the schools improvement plan and how to navigate the indistar website in order to locate information that has been added.		Jennifer Huff	08/18/2018
<i>Notes:</i>					

ID09		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team meets twice each month to discuss school improvement and share suggestions pertaining to curriculum, instruction, and professional development. Most of the decision making within the school is made using the improvement plan as a framework of discussion. Currently the team the developmental stage of sharing pertinent information.	Limited Development 10/26/2016		
<i>How it will look when fully met:</i>		When this indicator is fully implemented, communication will be open within the school and information will flow more freely between the departments. Each team member specific concerns from the respective departments to each leadership meeting. The leadership will focus more on decisions relating to improving student achievement.		Jennifer Huff	10/31/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>2 of 3 (67%)</b>		
1	3/24/17	Resources and information created and/or collected by the team(s) will be shared on the school's website under teacher resources to provide an open line of communication with all stakeholders.		Jennifer Huff	05/30/2019
<i>Notes:</i>					
2	2/21/18	The team will develop needs assessments/surveys to gain information regarding decisions that must be made within the school in order to make decisions that reflect the vision of the school.	Complete 02/16/2018	Dedra Riggs	08/29/2018
<i>Notes:</i>					
3	2/21/18	Based on data gathered from surveys, the team will invite representatives from various online programs to share information with the school.	Complete 04/25/2018	Jennifer Huff	04/18/2018
<i>Notes:</i>					

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Align classroom observations with evaluation criteria and professional development</b>			
IF11		The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional Development is being tied to our PGP's. We do not have any form of ongoing professional development. We have some forms of job-embedded professional development, such as, classroom management and remediation programs, etc. Currently, we have no common planning time per department; however, we have four days of scheduled release time for professional development. We do have differentiated professional development in that each teacher attends	No Development 10/27/2014		

		training as needed for their classes based on data analysis and teacher polling.			
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<b>How it will look when fully met:</b>		Professional development will be individualized based on need, data from professional growth plans, and input by administrators. Individualization will include both teacher needs and student needs with the ultimate goal being to meet all student needs through differentiation. Teachers will be training in the professional learning community (PLC) process in order to implement a growth mindset and increase student achievement. Each school year, there will be quarterly released time during the school day for teacher professional development. This will allow opportunities for ongoing and job-embedded professional development.		<b>Jennifer Huff</b>	<b>08/20/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 8 (25%)</b>		
1	10/27/14	The administrative team will meet weekly during the school year to analyze data and identify areas of need for job-embedded professional development.	Complete 09/29/2016	administrators	09/29/2016
		<i>Notes:</i>			
3	10/27/14	The admin team will determine what types of professional development will be offered during the quarterly teacher release time.		Lori McKenzie	05/31/2019
		<i>Notes:</i>			
4	10/27/14	The admin team will create the environment for the professional development that will be provided by the school.		Jennifer Huff	08/01/2018
		<i>Notes:</i>			
7	3/30/15	Using both the summative evaluation data and the self-evaluation from Edreflect, teachers will formulate a Professional Growth Plan.		Lori McKenzie	10/31/2018
		<i>Notes:</i>			
8	3/30/15	Building level administrators will observe teachers and analyze data throughout the school year to help identify professional development needs.		Lori McKenzie	09/16/2018
		<i>Notes:</i>			
9	3/30/15	Professional development documentation form will be completed, approved by an administrator, and kept in each teacher's professional development folder.		Jennifer Huff	05/31/2019
		<i>Notes:</i>			

10	3/15/16	The team will meet at the end of March to analyze data and plan the PD that will occur during the summer and the week before school starts the following year. All stakeholders will have input in planning summer professional development.	Complete 03/07/2018	Jennifer Huff	03/30/2018
<i>Notes:</i>					
11	3/16/18	Substitutes will be hired for teachers attending professional development during the school day.		Lori McKenzie	08/01/2018
<i>Notes:</i>					
<b>Implementation:</b>			03/16/2018		
<b>Evidence</b>	3/16/2018	Evidence that this object is fully implemented can be provided through data from needs assessment and teachers' individual professional growth plans.			
<b>Experience</b>	3/16/2018	In order to pursue this objective, teachers were encouraged to have an active voice in their targeted professional development through collaborations from observations and self assessments. Teachers also completed a needs assessment to provide the leadership team with areas of need to target summer professional development.			
<b>Sustainability</b>	3/16/2018	To sustain efforts in meeting this objective, teachers must continue to have an active voice in determining targeted professional development through self-reflections and needs assessments.			

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>		<b>Assess student learning frequently with standards-based assessments</b>			
	<b>IID06</b>	<b>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Students in high school are currently assessed using ACT Aspire Interim assessments to monitor growth in student achievement. Teachers use the data to group students and provide appropriate interventions within each classroom.	Limited Development 12/07/2017		
<b>How it will look when fully met:</b>		When this objective is fully met, teachers will utilize data from interim assessments, summative assessments, and classroom instruction to improve professional practices. The team will be able to use such data to set annual learning goals for students. Data will be used to revise		Jennifer Huff	04/30/2019

		curriculum maps and align instruction both in and across grade levels. The leadership team will oversee such alignments and data disaggregation.			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	3/16/18	Each professional learning team will analyze data from interim assessments to identify areas of strengths and weaknesses and place students in groups based on instructional needs and develop an action plan for each group of students.		Jennifer Huff	05/24/2019
<i>Notes:</i>					
2	3/16/18	The team set the following goals based on data from the ACT Aspire Summative data: 1. Teachers will be educated on Webb's Depth of Knowledge. 2. Teachers will apply Webb's Depth of Knowledge levels 3 and 4 to help design better instruction. 3. Teachers will review the data, collaborative, and integrate the data into a classroom action plan.		Lori McKenzie	05/02/2019
<i>Notes:</i>					
3	3/16/18	Webb's DOK chart will be displayed in each classroom for teachers to use as a point of reference during instruction.		Lori McKenzie	12/06/2018
<i>Notes:</i>					
	<b>IID07</b>	<b>The Leadership Team monitors school-level student learning data.(105)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Students in high school are assessed using ACT Aspire Interim assessments. Currently the district's Curriculum Director develops data walls to report to each department. Teachers are responsible for using the data wall to adjust instruction to meet student's needs and provide necessary interventions.	Limited Development 12/07/2017		
<b>How it will look when fully met:</b>		Once this objective is fully met, teachers will utilize a "hands-on" approach to monitoring student learning data. The teachers will use data from periodic assessments plan instruction. The data will be reported to the leadership team and shared across departments. The teams will discuss options for adjusting instruction and curriculum that will improve student achievement and best benefit all students. The leadership team will use such school-level data to adjust the school's improvement plan and support student learning.		Jennifer Huff	05/03/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		

2	3/16/18	Teachers will use data during PLC's to target areas of strengths and weaknesses in instruction and student learning.		Jennifer Huff	06/01/2019
<i>Notes:</i>					
	<b>IID08</b>	<b>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently there is inconsistency in our implementation efforts for this objective. Each department is performing at a different level. One department consistently uses data to identify student strengths and weaknesses when adjusting and planning instruction. Other departments are just learning to do so.	Limited Development 12/07/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, each instructional planning team will consistently utilize student learning data to identify strengths and weaknesses in the curriculum and make adjustments to instruction appropriately. The school will have developed a culture of using data to drive instruction. Teachers will reflect on practices more frequently and be able to better identify the individual needs of their students.		Jennifer Huff	10/04/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	3/16/18	Teachers will analyze data from each interim assessment and develop a plan to target areas of weaknesses.		Jennifer Huff	01/04/2019
<i>Notes:</i>					
	<b>IID09</b>	<b>Instructional Teams use student learning data to plan instruction.(107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently each instructional team is performing at a different level for this objective. One department is administering assessments and using the data to design instruction to meet the students' individual needs. While other teams are emerging in their progress towards meeting this objective.	Limited Development 12/07/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, all instructional teams will be administering both formative and periodic assessments for the purpose of instructional planning. Data from such assessments will consistently be utilized to both plan and adjust instruction to ensure student achievement in all subject areas.		Jennifer Huff	05/03/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		



1	3/16/18	Teacher teams will analyze data from summative assessments and identify both areas of strengths and weaknesses for each subject area.		Jennifer Huff	08/10/2018
<i>Notes:</i>					
2	3/16/18	Teachers in all departments and/or subject areas take responsibility and will develop a plan to increase student achievement in the areas identified as a weakness from summative assessments.		Jennifer Huff	08/17/2018
<i>Notes:</i>					
		<b>IID10</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Currently teachers administer formative assessment to determine the effectiveness of the instruction provided. However teachers are inconsistent at using the assessment results to adjust instruction. Some teachers find it difficult to stray from their pacing guides and teach to mastery. While others try to teach the skill until they have 100 percent student mastery.		Limited Development 12/07/2017	
<b>How it will look when fully met:</b>		When this objective is fully met, teachers will consistently administer formative assessments to make timely adjustments to their instruction. Teachers will also use data from formative assessments to provide small group instruction to groups of students struggling with a particular skill. This will allow teachers to move along their pacing guides while reaching student mastery of skills taught.			<b>Jennifer Huff</b>
				<b>0 of 2 (0%)</b>	<b>01/31/2019</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	3/16/18	Formative assessments will be used daily in each subject area to assist teachers in planning instruction.			Lori McKenzie
<i>Notes:</i>					
2	3/16/18	Teachers will utilize data from such formative assessments to develop lesson plans that meet the instructional needs of their students.			Jennifer Huff
<i>Notes:</i>					

<b>Core Function:</b>		<b>Classroom Instruction</b>			
<b>Effective Practice:</b>		<b>Expect and monitor sound instruction in a variety of modes</b>			
		<b>IIIA01</b>	<b>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>

<b>Initial Assessment:</b>		At this time, teachers are in the process of developing or adjusting pacing guides for each subject and grade level. Each department chair has scheduled instructional team meetings to begin developing units of instruction.	Limited Development 09/16/2015		
<b>How it will look when fully met:</b>		Each teacher in the school will update curriculum maps annually and use them to guide planning and instruction. Students will show an increase in achievement in all subject areas.		Jennifer Huff	05/31/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 4 (50%)</b>		
1	3/18/16	The library will purchase supplements to the curriculum for students to check out through the library.	Complete 08/04/2017	Kimberly Endsley	06/30/2017
		<i>Notes:</i>			
3	3/15/16	Professional development days will be offered during the summer to offer teacher support in creating curriculum maps.		Jennifer Huff	08/12/2018
		<i>Notes:</i>			
4	3/21/16	Classroom library books will be purchased for use in the classroom to supplement the curriculum.	Complete 02/14/2018	Kelly Gillham	05/25/2018
		<i>Notes:</i>			
5	2/21/18	Teachers will align curriculum maps to the ACT Aspire Knowledge and Skills Maps, ensuring highly tested standards are taught explicitly.		Jennifer Huff	08/13/2018
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Family Engagement in a School Community</b>			
<b>Effective Practice:</b>		<b>Explain and communicate the purpose and practices of the school community</b>			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently, high school has several ways of communicating with and involving parents in school functions and plans, but does not have an official compact document in place.	No Development 11/24/2014		
<b>How it will look when fully met:</b>		A school-parent-student compact will be created and distributed to ALL parents at the beginning of each year. Parents will sign this compact and students will return the agreement to school. A presentation over the compact will be provided for parents during the orientation and open house at the beginning of each year.		Laura Wright	08/12/2019

Action(s)	Created Date		0 of 2 (0%)		
2	11/24/14	A parental involvement committee will be formed to plan and facilitate parental involvement activities.		Laura Wright	10/28/2018
Notes:					
4	3/16/18	The leadership team will involve parents in more decisions regarding student achievement in the high school.		Laura Wright	07/01/2019
Notes:					

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently provide students with unofficial advising. Through Career Orientation, students are required to participate in job shadowing. ASVAB test is offered to students, but not required. Students may also participate in ETS.	Limited Development 11/16/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, the school will be able to help students learn about the skills, knowledge, and postsecondary education needed for their area of interest and provide examples of local colleges that offer a degree in their area. The school will also support students, understanding this long-term education plan can be updated and revised over time. Students will be able leave high school on a path to college, with some classes underway, or placed in a job.		Andrea Vancil	05/31/2019
Action(s)	Created Date		0 of 5 (0%)		
1	3/21/16	Counselors will organize career seminars to help provide students with proper guidance when making decisions about post secondary education and careers.		Andrea Vancil	03/02/2019
Notes:					
2	3/21/16	Counselors will attend training, as necessary, to be able to best help students learn about the skills, knowledge, and postsecondary educations needed for their area of interest.		Jennifer Huff	06/30/2019
Notes:					
3	3/15/16	Host financial aid nights for families to provide them with information to assist them with their children's education		Jennifer Huff	01/04/2019

*Notes:* Refreshments will need to be purchased

<b>5</b>	3/15/16	Administer an interest inventory to students		Andrea Vancil	10/10/2018
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*Notes:*

<b>6</b>	3/16/18	Support will be available for students taking the ACT and/or the ASVAB through the counseling office.		Andrea Vancil	06/01/2018
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*Notes:*