

## Comprehensive Progress Report

**Mission:** The faculty and staff of Seventy-First High School are committed to providing a safe and caring school environment that promotes high academic success, prepares students for global competition and interaction with diverse groups, and provides a foundation for good citizenship.

**Vision:** The Seventy-First Community strengthens the academic success of students which enhances their ability to SOAR in real-life experiences.

**Goals:**

- By creating a welcoming environment for our students, faculty, and community we will increase the four-year cohort graduation rate by 2%.
- Using Data Cycles we will increase Math 1 End of Course proficiency by 3% over the next two years.
- Using Data-Cycles we will increase ACT composite score by 3% over the next school.



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Data analysis and instructional planning</b>				
	<b>A3.04</b>	<b>Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

At Seventy-First High School, teachers use Mastery Connect to administer standards-aligned assessments. English II, Math I, Math III, and Biology teachers use the assessments in Mastery Connect for data cycles to administer Pre, Interim, and Post assessments. These assessments help drive instruction and ensure consistent implementation of instructional strategies.

Teachers in all subject areas meet weekly during Professional Learning Communities (PLCs) to disaggregate data, determine next steps for instructional focus, and target students who are for maximum growth and proficiency. PLCs are held every Wednesday during content planning periods.

Limited Development  
08/02/2022

<p><b>How it will look when fully met:</b></p>	<p>When fully implemented, all teachers will be engaged in data-driven conversations during PLCs. English II, Math I, Math III, and Biology teachers will be able to meet the needs of students based on academic skills from common assessments. Teachers will be using with fidelity, high-yield instructional strategies, such as, Distributed Summarizing, High Order thinking skills, and Numbered Heads Collaborative Pair</p> <p>Teachers will also be able to identify &amp; prioritize instructional interventions based on the results of the Pre, Mid, and Post assessments. Teachers will be confident in understanding what the data represents and what the data means as it relates to each student. Teachers will also be able to determine specific actions for growth and utilize small-group instruction to meet the needs of struggling learners.</p> <p>Most importantly, teachers will be able to utilize the MTSS process to provide strategies and interventions for students in need of interventions and enrichment.</p>		<p>Catherine Clayton</p>	<p>05/31/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>9/27/22</p>	<p>EOC teachers will administer Mastery Connect Unit Assessments (Pre, Interim, and Post) along with benchmarks to complete data analysis of each assessment as a content team.</p>		<p>Catherine Clayton</p>	<p>05/31/2023</p>
<p><i>Notes:</i> Math I teachers will administer all (11) of the Math assessments in Mastery Connect to provide data-driven instruction for students.</p> <p>All teachers will tutor after-school at least twice a week to provide extra academic support for students who need one-on-one instruction and scaffolding.</p> <p>Content-level teachers will also meet to analyze data twice a month from the Pre, Interim, and Post assessments.</p> <p>Teachers will use Mastery Connect to address students who have mastered or not yet mastered content to form groups for small-group instructions.</p>				

10/6/22	<p>Based on the Mastery Connect Assessments, teachers will identify content and standards that are most problematic for students. Teachers will also review assessment results with each class.</p> <p>Once benchmark assessments are disaggregated, teachers will identify patterns in student data to determine the next steps for content delivery and scaffolding.</p>		Niesha Witherspoon	05/24/2024
<p><i>Notes:</i> Teachers will invite students in for tutoring, pull students for small-group instruction, and use High Yield Instructional Standards to meet the academic needs of students. Math I teachers will also share data with students by posting data walls in the classroom for each assessment and determine as a class a percentage of growth for the next assessment.</p>				
8/2/22	<p>The National Training Network (NTN) Math Coach will provide Math I Teachers with 18 days of instructional support during the year.</p>		Niesha Witherspoon	05/31/2024
<p><i>Notes:</i> The National Teaching Network Math Coach, Donovan Harbison will model the pervasive use of the 3 High Yield Instructional Strategies for Math I teachers.</p> <p>He will also provide support in the following areas:</p> <ul style="list-style-type: none"> <li>Standards-Aligned Instruction</li> <li>Consistent use of CCS approved &amp; aligned resources</li> <li>The 5 Practices for Orchestrating Productive Mathematics Discussions</li> <li>Data Cycle Analysis</li> </ul>				

**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	
<i>Initial Assessment:</i>		<p>At Seventy-First High School, we are intentional about continuous school improvement to achieve student success through shared leadership. We utilize data to make informed decisions about student success and guide student learning. Teachers unpack standards and ensure lessons are standards-align, utilize high-yield instructional strategies, and use data cycles.</p> <p>Departments meet every Wednesday for vertical department meetings after school and content PLCs every Wednesday during planning periods.</p>	Limited Development 06/27/2017			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>When fully implemented, there will be equitable learning opportunities for all students. Processes and procedures will be visible in every area of the building, not just in classrooms. PLCs will also be utilized for optimal planning and collaboration to ensure that we are meeting the needs of every student.</p> <p>In addition, department meetings will also consist of active engagement and participation, takeaways that faculty and staff will be able to implement immediately, and meeting agendas will reflect rich discourse and meaningful contributions.</p>		Niesha Witherspoon	05/31/2024	
<i>Actions</i>			0 of 3 (0%)			
	9/27/22	PLCs are designed to plan and prepare for standards-aligned instruction. Teachers will read and annotate guides/manuals/lesson plans. Teachers' lesson plans will consistently and intentionally detail when, where, and how.		Niesha Witherspoon	05/31/2023	

*Notes:* Teachers are actively participating in PLCs and Vertical team meetings with county curriculum specialists. Teachers are analyzing data with district curriculum specialists and implementing instructional strategies presented by the county curriculum specialists.

8/9/17 The Instructional Leadership team will meet twice a month to analyze school-wide data and review progress toward proficiency. The instructional leadership team will also review lesson plans and provide feedback on the components and content of the plans.

Niesha Witherspoon

05/31/2024

*Notes:* The administration team will work to build the capacity and efficacy of teachers and invite teacher leaders to the instructional team. The team will ensure data is analyzed across all content areas and conduct deep data dives during monthly meetings.

8/9/17 The Instructional Leadership team will create a systematic process within our instructional framework that will create significant learning gains for every student. All members of the school will actively engage in the implementation of the systematic process.

Niesha Witherspoon

05/31/2024

*Notes:* Department Leaders will report the PLC progress during the SIT meeting by answering the following questions:  
 1. What are students learning in each content area?  
 2. How will we know they have mastered the content?

**Implementation:**

06/21/2018

**Evidence**

6/21/2018

**Experience**

6/21/2018

**Sustainability**

6/21/2018

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on the results of a survey given to the faculty/staff of SFHS with a new incoming Principal; along with the NCTWS, there was a need to create a welcoming school climate that will be evident based on patterns of school life experiences and reflect norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p>Seventy-First High School strives to create an environment that is positive and welcoming. When fully met, there will be evidence of conducive learning and working space for students and staff. To accomplish this task, there will be four areas of focus:</p> <ul style="list-style-type: none"> <li>• Safety (established rules and norms; physical safety; social-emotional safety)</li> <li>• Relationships (respect for diversity; school connectedness/engagement; social support and leadership)</li> <li>• Teaching and Learning (social and emotional; support for learning; professional relationships)</li> <li>• Institutional Environment (physical environment).</li> </ul>		Travis Greene	05/31/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/27/22	Teachers and Staff will greet students as they are coming to class/building daily.		Travis Greene	05/31/2023
<i>Notes:</i>		Teachers are and will continue to be in the building, on duty, and by their doors as the students are released each morning and greeting students.			
		Teachers will be by their doors in between every class change visible, vigilant, and vocal to move to their next class.			
	8/2/22	The Administration and Guidance team will hold expectation meetings for every grade level to outline Seventy-First High School's policies, procedures, and goals for student academics and behaviors.		Travis Greene	05/31/2024

*Notes:* The administration will meet with every grade level within the first week of school.

The guidance department will meet with every grade level to explain graduation requirements, and scholarship opportunities and meets with students to help select classes for their pathway, and to meet graduation requirements.

The guidance department will meet with each senior individually to ensure they stay on track for graduation.

There will be Falcon Nest Meetings (All Counselors) to assist with college prep - two per quarter.

9/27/22 School Counselors will conduct surveys and disaggregate the data from the surveys. The survey information will also be shared with the School Improvement Team to determine the impact the school culture and climate have on our students and staff.

Tiara Parker

05/31/2024

*Notes:* School counselors meet with the Instructional Leadership Team to plan for the next steps.