

Comprehensive Progress Report

Mission:

The mission of Mena Middle School is to help each student develop critical thinking skills, social skills, and to become life-long learners in order to meet all challenges in the future and to become successful, contributing, and productive members of both their local and global communities.

Vision:

At Mena Middle School, our vision is to develop each student both academically and socially in order for them to become productive citizens.

Goals:

All students will make significant growth toward academic proficiency and will demonstrate leadership characteristics in their classroom, in the school, and in their community as a whole.

Support the personal growth of each student by providing integrated opportunities for students to develop effective personal, social, and technology skills.



! = 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 |
| Initial Assessment: | | | Mena Middle School currently has a Leadership structure in place. This team will be undergoing review and re-structure in the future due to retirement and evolution. The structure will include all stakeholders in the decision-making process. | Limited Development 02/23/2021 | | |
| How it will look when fully met: | | | The Leadership Structure at Mena Middle School will be formulated to allow for ALL stakeholders to have input in school decisions. Students will have a working student government structured in a way that ideas and concerns can be communicated to the Administration and communication flows through the student government. Teachers will make up teams that will give input in decisions and set the course for academics within the building. The Principal and the Leadership team will use all budgets to help complete the process of curriculum development, student success monitoring, and remediation areas. Together this structure will build capacity for student success individually which will create a culture of learning at Mena Middle School. | | Todd Coogan | 05/16/2022 |
| Actions | | | | 0 of 2 (0%) | | |
| | 2/23/21 | | Student voice will be gathered through the development of a student government that allows students to be represented with concerns, ideas, and information. | | Leilani Rose | 09/01/2021 |
| | | Notes: | Development of student government will allow students to have a voice and also give a vehicle for communication between leadership and students on the campus. | | | |
| | 2/23/21 | | Development of a Leadership structure for teachers and staff. | | Todd Coogan | 05/15/2022 |
| | | Notes: | Leadership structure will be gathered within departments and grades to determine the most effective way of communication on needs, concerns, and direction. | | | |

| ! | | ID10 | The Leadership Team 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.(45) | Implementation Status | Assigned To | Target Date |
|---|---------|---|--|-----------------------------------|---------------|-------------|
| Initial Assessment: | | | <p>Because of Covid, our staff had no testing data so we used STAR data and began using IXL and ExactPath to determine academic gaps in learning.</p> <p>Students had a daily 30 minute intervention time called ACHIEVE.</p> <p>RTI teams meet regularly to plan and keep intervention groups fluid according to student need.</p> <p>Summer professional development will include Google Classroom, Eureka Math, and literacy collections to increase educator knowledge in content areas.</p> | Limited Development 09/26/2017 | | |
| How it will look when fully met: | | | <p>Small groups were identified by need and assigned to appropriate personnel.</p> <p>Ongoing evidence will be provided by student data, professional development effectiveness, and educator collaboration of response to intervention.</p> <p>Teachers will be delivering learning in a variety of mediums for students in onsite and online situations.</p> | | Teresa Warner | 05/01/2021 |
| Actions | | | | 0 of 2 (0%) | | |
| | 2/23/21 | All Teachers will be trained in either proficiency or awareness in the Science of Reading to fulfill the State mandate. | | | Todd Coogan | 05/15/2021 |
| Notes: All teachers will complete the required professional development to be able to demonstrate either proficiency or awareness in the Science of Reading according to the track that they have chosen. | | | | | | |

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| 1/15/19 | <p>Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Meet with campus administrators and leadership teams to use the student data to guide Strategic Plans/School Improvement Plans to achieve growth on the ESSA School Index Score.</p> <p>Local, State, and Federal funds will be used to continue the evidenced based measures that showed benefits to student growth and support new goals. Summative ACT Aspire data will be used as evidence of growth and/or to identify continued areas in need of improvement.</p> | | Todd Coogan | 05/01/2022 |
| <p><i>Notes:</i> The development of the High Reliability school and the building of authentic PLC's within the building will be continued into the coming year as Covid restrictions hopefully allow for more interaction in a professional setting.</p> | | | | |

| Core Function: | | | Student-Focused Learning | | | |
|---|---------|--|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | | Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency | | | |
| | | SE01 | The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | In developing a response to our year of Covid, Mena Middle School needs to develop and implement a Social Emotional Learning program for students and support for staff to better address needs in this area. Before the covid pandemic, our staff had developed a team of teachers that had begun building capacity for Staff support of SEL areas that would evolve into development of a student SEL program of support. | Limited Development 02/23/2021 | | |
| How it will look when fully met: | | | Once fully developed and implemented, the Mena Middle School campus will have a thriving culture of emotional support for both students and staff. There will be a system that teaches students aspects of SEL that aids them in self-reflection and better allows them to seek additional support in difficult times. Additionally the staff will experience the same support as students through collegial support with their colleges. | | Leilani Rose | 05/16/2024 |
| Actions | | | | 0 of 1 (0%) | | |
| | 2/23/21 | Develop a team of teachers that will drive the SEL support of staff and form the basis for student SEL outreach. | | | Leilani Rose | 09/15/2021 |
| Notes: The first step is to determine a team of teachers that would educate themselves in SEL, help select a teaching tool for students, and build a system of support for staff. | | | | | | |