

Comprehensive Progress Report

Mission: The Norphlet Middle School's mission is to prepare and encourage all students to be productive members in society and to be life long learners.

Vision:


Goals:

Students will be highly motivated to succeed.

Student's achievement will improve across curriculum on both standardized and classroom testing.

A desired school for higher education.

See all students initiate learning for themselves.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making				
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction				
!	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Principal currently does unannounced classroom observations; however, a set number has not previously been assigned.	Limited Development 10/23/2018			
<i>How it will look when fully met:</i>		Special education students will be actively involved in learning within the special education classroom. Students' scores will improve on Interim ACT Aspire Tests		Larry Beasley	05/31/2019	
Actions			0 of 1 (0%)			
	10/23/18	To provide support for targeted assistance specific to special education students, the assistant principal (who is a licensed special education teacher) will make unannounced classroom observations twice a week in special education classroom. Feedback will be provided to the special education teachers following the observations.		Larry Beasley	05/31/2019	

Notes:

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Special education teachers and other teachers have limited training on the new trends of co-teaching.	Limited Development 10/23/2018		
How it will look when fully met:		Special education teachers and other teachers will work collaboratively to ensure that the needs of all students are met. Information needed to show evidence will be unannounced classroom observations and discussions in interdisciplinary professional learning communities about the process. Training received in Arkansas RISE will be implemented in all classrooms.		Keith Coleman	05/29/2020
Actions			0 of 3 (0%)		
	10/23/18	To provide support for targeted assistance specific to special education students, general education and special education teachers will attend Arkansas RISE training during the summer of 2019.		Jennifer Lee	08/15/2019
<i>Notes:</i>					
	10/23/18	To provide support for targeted assistance specific to special education students, general education and special education teachers will attend updated professional development related to co-teaching during the summer of 2019.		Jenny Ramsey	08/25/2019
<i>Notes:</i>					
	10/23/18	To provide support for targeted assistance specific to special education students, Professional Learning Communities will focus on successful co-teaching strategies throughout the 2019 - 2020 school year.		Laura Greer	05/31/2020
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Help parents to help their children meet standards			
	IG03	Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		STEM Night Training for Student-Led Conferences Student - Led Conferences held	Limited Development 02/15/2018		
<i>How it will look when fully met:</i>		Attendance at STEM Night will rise. Students will be able to explain to their parents their grades and classwork. Attendance at conferences will increase. Students and parents will both be aware of what the student is learning in the classroom and areas needed for improvement.		Laura Greer	05/24/2019
<i>Actions</i>					
Notes:					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Incoming fifth graders do not have common assessments.	Limited Development 04/05/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
Notes:					

!		IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Sixth through eighth grade currently have common assessments.	Limited Development 04/05/2019		
		How it will look when fully met:	When this task is complete, all curriculum maps will have common formative assessments.		Laura Greer	05/20/2019
Actions				0 of 3 (0%)		
	5/2/19		6th - 8th grade teachers will review curriculum maps and modify formative assessments as needed.		Laura Greer	12/31/2019
		<i>Notes:</i>				
	5/2/19		Pre-tests will be added to all curriculum maps.		Laura Greer	12/31/2019
		<i>Notes:</i>				
	5/2/19		Fifth grade teachers will add common formative assessments to their curriculum maps.		Laura Greer	12/31/2019
		<i>Notes:</i>				

Core Function: Curriculum, Assessment, and Instructional Planning

Effective Practice: Assess student learning frequently with standards-based assessments

!		IID09	Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Modifications for special education students is in place; however, data has minimally guided instruction.	Limited Development 10/23/2018		
		How it will look when fully met:	Instruction will be guided utilizing student learning data. Data will be analyzed frequently. Special education students will receive specific assistance based on the results of data. New lesson plan format will indicate this specific practices.		Keith Coleman	05/31/2019
Actions				1 of 6 (17%)		
	10/23/18		To provide support for targeted assistance specific to special education students, the district hired a full-time LEA supervisor (who is also an educational examiner) who began on July 1, 2018.	Complete 07/18/2018	John Gross	07/18/2018
		<i>Notes:</i>				

10/23/18	To provide support for targeted assistance specific to special education students, the LEA supervisor will select and implement a new reading and math program for special education students.		Jenny Ramsey	01/31/2019
<i>Notes:</i>				
10/23/18	To provide support for targeted assistance specific to special education students, middle school special education teachers will implement the new reading and math programs to fidelity.		Laura Greer	05/31/2019
<i>Notes:</i>				
10/23/18	To provide support for target assistance specific to special education students, special education teachers will utilize a new lesson plan format.		Keith Coleman	05/31/2019
<i>Notes:</i>				
10/23/18	To provide support for targeted assistance specific education students, the new LEA supervisor will conduct an existing data review on all middle school special education students.		Jenny Ramsey	05/31/2019
<i>Notes:</i>				
10/23/18	To provide support for targeted assistance specific to special education students, the LEA supervisor/educational examiner will begin the process of updating psychological evaluations.		Jenny Ramsey	05/31/2019
<i>Notes:</i>				

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
!	IIIA12	All teachers proceed in small steps at a rapid pace.(121)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers have been trained in a variety of teaching strategies; however, not directly the concept of Explicit Instruction.	Limited Development 02/26/2018		
How it will look when fully met:		Teachers will utilize explicit instruction where applicable. In turn, student reading comprehension and constructed responses will improve in all core classes. Scores on ACTAspire will improve.		Laura Greer	05/24/2019
Actions			2 of 10 (20%)		
4/5/18	Research strategies for reading comprehension			Laura Greer	07/01/2018
<i>Notes:</i>					
4/5/18	Choose minimum of three strategies		Complete 08/14/2018	Laura Greer	08/14/2018
<i>Notes:</i>					

4/5/18	Professional Development on Explicit Instruction	Complete 08/14/2018	Laura Greer	08/14/2018
	Notes:			
4/5/18	Round robin each strategy in Science, English, and Social studies each 9 weeks		Laura Greer	05/24/2019
	Notes:			
4/5/18	Training for specific strategy each nine weeks during departmental PLCs		Laura Greer	05/24/2019
	Notes:			
4/5/18	Co-teach each strategy		Laura Greer	05/24/2019
	Notes:			
4/5/18	Teachers will document strategy on lesson plans		Keith Coleman	05/24/2019
	Notes:			
4/5/18	Teachers will submit student work on strategy at bi weekly PLCs		Keith Coleman	05/24/2019
	Notes:			
4/5/18	Collect data for strategy during bi weekly PLCs and modify and adjust as needed		Keith Coleman	05/24/2019
	Notes:			
4/5/18	Principal and Assistant Principal will do observations to monitor strategies		Keith Coleman	05/24/2019
	Notes:			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIIC05	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:		Our teachers currently utilize a variety of teaching strategies, but will continually strive to improve.	Limited Development 04/05/2019		
How it will look when fully met:		Teachers will continually implement different teaching strategies and consistently check for understanding to ensure standards are mastered.		Laura Greer	05/24/2020
Actions			0 of 3 (0%)		
5/2/19		Observe classroom and record teaching strategies being used.		Larry Beasley, Stacy Jerry	05/25/2019
		Notes:			

5/2/19	Review explicit instruction with teachers and add "check for understanding".		Laura Greer	08/16/2019
<i>Notes:</i>				
5/2/19	Make a chart to keep up with different strategies observed in the classroom.		Laura Greer	08/16/2019
<i>Notes:</i>				

Core Function:	Student-Focused Learning			
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Effective Practice:	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
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!	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
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<i>Initial Assessment:</i>	We currently have incoming 6th graders come visit the school and talk to them about classes offered and show them around.	Limited Development 04/05/2019			
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<i>How it will look when fully met:</i>	Incoming fifth and sixth graders will transition easily to middle school. We will determine that the transition is made through observation of students and by checking their planners. This will need to repeated annually.		Stacy Jerry	05/31/2019	
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Actions		0 of 4 (0%)			
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5/2/19	Survey incoming 5th and 6th graders		Stacy Jerry	05/10/2019	
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<i>Notes:</i> Survey will be conducted on google forms and be completed prior to students coming for visit.					
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5/2/19	Introduce students to NMS and introduce clubs		Stacy Jerry	05/10/2019	
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<i>Notes:</i> Students will com visit the school and Stacy will explain procedures and walk them around campus.					
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5/2/19	Order planners for incoming fifth and sixth graders		Laura Greer	05/24/2019	
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<i>Notes:</i>					
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5/2/19	Hold a scavenger hunt at open house, so students and parents can walk around campus and meet teachers and staff.		Laura Greer	08/15/2019	
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<i>Notes:</i>					
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