

## Comprehensive Progress Report

**Mission:** The staff, parents, and community of Oak Grove will unite students from neighborhood elementary schools in a safe, positive, and caring environment. OGMS will promote academic excellence and expand learning opportunities for all students. Through effective parental involvement and communication, the OGMS learning community will successfully bridge our students' transition to the next educational level.

**Vision:** Oak Grove Middle School strives to promote confidence, knowledge, responsibility, and productivity in a diverse, ever-changing world.

**Goals:**

Goal #1 Student Statement: Classroom walkthroughs will be used to support implementation of remediation and/or enrichment activities. Measurable Objective Statement: 90% of classroom walkthroughs will target the implementation of remediation and/or enrichment activities. Strategy Statement: Administrators will observe a minimum of 40 remediation and/or enrichment activities during each semester.

Goal #2 Student Statement: All students in need of remediation will be provided with activities that adequately address literacy deficiencies. Measurable Objective Statement: At least 80% of the students identified on Edulastic Assessments as needing remediation through the Imagine Learning Literacy Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statements: Imagine Learning software will be utilized during remediation time to provide targeted activities that address deficiencies in literacy.

Goal #3 Student Statement: All students in need of remediation will be provided with activities that adequately addresses math deficiencies. Measurable Objective Statement: At least 80% of the students identified on Edulastic Assessments as needing remediation through the Imagine Learning Math Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statement: Teachers/staff will utilize Imagine Learning during remediation time to provide targeted activities that address deficiencies in mathematics.

Goal #4 Student Statement: Classroom walkthroughs will be used to support implementation of ACT Aspire science interim question review activities and USA Science Test Prep activities. Measurable Objective Statement: 10% of classroom walkthroughs will target the implementation of ACT Aspire science interim question review activities and USA Science Test Prep. Strategy Statement: Administrators will observe a minimum of 4 ACT Aspire science interim question review activities and a minimum of 4 USA Science Test Prep activities during each semester.

Goal #5 Student Statement: Ongoing math department meetings will be utilized to help teachers familiarize themselves with ACT Aspire math interim questions while creating a bank of questions that can be utilized to enhance math instruction throughout the school year. Measurable Objective Statement: Create a minimum of 2 questions for each essential standard identified on interim assessments designed to capture the essential math content covered on each grade level interim. Strategy Statement: Teachers/staff will participate in monthly meetings with the math specialist to create a bank of math questions that can be utilized to enhance math instruction throughout the school year.

Goal #6 Student Statement: Extended learning time activities will be utilized to close achievement gaps. Measurable Objective Statement: The school will offer 65 hours per semester for extended learning activities. Strategy Statement: Teachers/staff will use extended learning activities to provide targeted instruction to address deficiencies in literacy and/or mathematics. Activities will also be provided to ensure a safe and secure extension of the school day.

Goal #7 Student Statement: Ongoing literacy department meetings will be utilized to help teachers familiarize themselves with ACT Aspire literacy interim questions while creating a bank of questions that can be utilized to enhance literacy instruction throughout the school year. Measurable Objective Statement: Create a minimum of 2 questions for each essential standard identified on interim assessments designed to capture the essential literacy content covered on each grade level interim. Strategy Statement: Teachers/staff will participate in monthly meetings to create a bank of literacy questions that can be utilized to enhance literacy instruction throughout the school year.

Goal #8 Student Statement: All students in need of remediation will be provided with activities that adequately addresses science deficiencies. Measurable Objective Statement: At least 80% of the students identified on ACT Aspire Interim Science Assessments as needing remediation will receive targeted remediation weekly with the use of USA Science Test Prep materials. Strategy Statement: Teachers/staff will utilize USA Science Test Prep during remediation time to provide targeted activities that address deficiencies in science.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal and assistant principal will conduct classroom walk throughs (CWT) on a monthly basis. Data collected will include the use of higher order thinking skills.	Limited Development 11/11/2017		
How it will look when fully met:		All teachers in the building will reference the Depth of Knowledge Chart and encourage higher order thinking skills through better discussion and questioning techniques.  Evidence will be the actual DOK chart posted in each classroom, teacher classroom observations, student observations, and increases in students' assessment data.	Add Actions	Terri Davenport	05/31/2020
Actions			2 of 5 (40%)		
	11/11/17	Develop a Google Form to track data during the classroom walk throughs.	Complete 09/08/2017	Donna Singleton	09/08/2017
Notes:					
	4/19/18	Distribute Depth of Knowledge Charts to all classrooms.	Complete 10/20/2017	Terri Davenport	10/20/2017
Notes: Every classroom will display the DOK chart.					

11/11/17	Schedule classroom walk throughs for the principal and the assistant principal.		Jamie Dial	05/31/2020	
Notes:					
11/11/17	Conduct classroom walk throughs on a monthly basis.		Morgan Taylor	05/31/2020	
Notes:					
11/11/17	Specifically look for better questioning and discussion techniques during instructional times while observing classrooms.		Jamie Dial	05/31/2020	
Notes:					
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Professional development has been developed and scheduled.	Limited Development 04/18/2018		
		Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:		All teachers will have attended appropriate PD.		Terri Davenport	05/25/2020
Actions			0 of 1 (0%)		
6/19/19	All certified staff will be trained in the Science of Reading and/or RISE.		Jamie Dial	07/01/2021	
Notes: Staff will provide documentation once they have completed the PD. Staff will work through this professional development to be fully certified by 2021-22 school year.					
Implementation:		09/25/2019			
Evidence	9/25/2019 Teacher fill out a log of attended professional development. Administration tracts professional development and makes sure all teachers attend these trainings.				
Experience	9/25/2019 Teachers are given multiple opportunities to attend training over the summer paid for through district funding. All teachers are required to attend subject area trainings.				
Sustainability	9/25/2019 Teachers will be required to attend subject area trainings every summer.				

Core Function:			School Leadership and Decision Making			
Effective Practice:			Expanded time for student learning and teacher collaboration			
		IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The 2017-2018 master schedule has a specific 40 minute block when teachers will provide remediation, enrichment, and monitor progress as needed. Additional time has been provided to an expanded after-school program targeting remediation/ intervention/enrichment and ELL language support.</p> <p>All students will be monitored three times (fall, winter, and spring) using Renaissance which are grade level basic skills assessments. Students designated as Tier 2 are monitored bi-monthly and students on tTier 3 are monitored weekly. Monitoring of Tier 2 and Tier 3 students will provide data on individual students progress. The data will be analyzed to make decisions on strategies and modifications for individual students and for our overall RTI program.</p>	Limited Development 10/17/2014		
			Priority Score: 3                      Opportunity Score: 1                      Index Score: 3			
<i>How it will look when fully met:</i>			Teachers will administer benchmark tests to all homeroom students in the fall, winter, and spring. Tier 3 students will be progress monitored every two weeks. Tier 2 students will be progress monitored monthly. RTI and enrichment activities will be designed and implemented based on ACT Aspire scores, Renaissance Screeners and Edulastic formative assessments, as well as classroom teacher assessments and observations. Math, literacy, science, resource, technology, library, and GT teachers will collectively develop math, literacy, and enrichment activities for all students during the designated homeroom RTI/enrichment block. These same activities will be carried over into the after-school program. The goal is to increase learning outcomes for all students by strategically planning time and resources to support and challenge students based on their individual needs. Student attendance, classroom grades, formative assessment results, and progress monitoring will be used to determine success.		Jamie Dial	05/31/2020
<i>Actions</i>				4 of 9 (44%)		
	11/11/17		RTI/Data committee meetings are scheduled once per month to review student progress.	Complete 08/31/2019	Cody Hay	08/31/2019
<i>Notes:</i> Committee members will review Tier 2 and Tier 3 students on a regular basis and move students through the tiers as needed.						

10/27/16	Create tutoring opportunities for students needing additional help to reach grade level proficiency in math and literacy.	Complete 09/03/2019	Morgan Taylor	09/09/2019
<i>Notes:</i> Tutoring session are happening Monday through Thursday after school in math and literacy.				
11/11/17	Schedule the before- and after-school activities on the school calendar. Notify all stakeholders. Provide staff and resources for the program.	Complete 09/20/2019	Morgan Taylor	10/01/2019
<i>Notes:</i> Start and end dates for the expanded learning program will be established. Staff and resources will be determined and put into place.				
2/1/15	Build a block of time for daily intervention/remediation/enrichment for all students at Oak Grove Middle School.	Complete 09/20/2019	Jamie Dial	10/01/2019
<i>Notes:</i> A copy of the master schedule showing how intervention/remediation/enrichment time is built into the daily schedule of all students.				
2/1/15	Homeroom teachers planned remediation lessons for students during the daily remediation/enrichment time. Teachers will list these activities in the "Homeroom" column of their weekly lesson plans		Jamie Dial	05/31/2020
<i>Notes:</i> This task procedure is in place and will continue all school year.				
10/27/16	Reach out to parents of students who are identified as candidates for after school tutoring to encourage participation.		Morgan Taylor	05/31/2020
<i>Notes:</i> Students progress will be monitored throughout the year to identify students that would benefit from our tutoring program. We will actively recruit those students by contacting parents.				
10/27/16	Grade level assessments will be performed on all students three times this year (Fall, Winter, Spring). The online Renaissance screener tools in math and literacy will be used. This data, along with ACT Aspire data and classroom teacher assessments and observations will be used to identify appropriate tiers for every student		Cody Hay	05/31/2020
<i>Notes:</i> The RTI Committee will oversee the set up and administration of the Classworks screener process. The task procedures/ routine will be in place on or before Sept. 15th. Benchmarking will take place in September, December, and May. Data will be analyzed after each testing session and will be used, along with other data, to determine the effectiveness of our RTI/enrichment program.				
10/27/16	Students in Tier 2 and 3 will be progressed monitored beyond the "Fall/Winter/Spring" testing based on their RTI Tier status. Tier 3 students will be monitored weekly. Tier 2 students will be monitored bi-weekly. Renaissance will be used for progress monitoring.		Cody Hay	05/31/2020

*Notes:* This task will be routine and ongoing on or before Sept. 15th, 2016.  
The task is fluid and appropriate updates and modifications will be made all year based on student progress and needs.

10/27/16 The OGMS RTI committee will coordinate the planning of remediation and enrichment activities for all students. The effort will be a collaboration between math, literacy, science, technology, library, resource, and GT teachers. Math and Literacy remediation will be given to all students performing below grade level. Students not identified as needing remediation will participate in enrichment activities that will provide challenges and additional learning outcomes beyond grade level expectations.

Cody Hay

05/31/2020

*Notes:* The determination of tier placement will be evaluated monthly after benchmark testing. Homeroom activities will begin in September. Additional enrichment activities will become routine at this time. Pullout enrichment sessions will be in place by October. Included will be activities that will be held in the library, technology lab, and the GT classroom.

**Implementation:**

09/27/2019

**Evidence**

8/25/2017  
June 2017

<https://drive.google.com/drive/folders/0B5GoVpuKGYs5T1FxlThER5ILTQ?usp=sharing>

6/9/2015

Student scores have been recorded in AIMSweb. Teachers lesson plans reflect students that are receiving interventions.

5/9/2016

<https://drive.google.com/folderview?id=0B5GoVpuKGYs5OTEwUWFONjdNX2M&usp=sharing>

This link allows access to evidence for IG01 objective items.

<b>Experience</b>	<p>8/25/2017 June 2017 Our experience with the ClassWorks program was not as effective as we had hoped. As we recognized the problems, we were able to adjust and modify our process to better track the progress of our students. A new system for the 2017-2018 school is being developed by the district and campus administration and leadership teams.</p> <p>6/9/2015 All students received a fall, winter, and spring benchmark assessment. Results were used to determine interventions and frequency of progress monitoring.</p> <p>5/9/2016 Enrichment time was orgainized by homeroom daily. Fall, Winter, and Spring benchmarking was held. (Spring benchmarking is scheduled for Friday, May 13th. Teachers added all scores into a centralized online documentation system. Student monitoring was determined by the results of these progress tools. Every homeroom teacher provided remediation/enrichment activities based on these results. This system used paper based tests and is very time consuming to both students and faculty. We would like to have a system that is more effective and flexible.</p>			
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<b><i>Sustainability</i></b>	<p>8/25/2017 June 2017 Collection of data including teacher feedback has been collected to better define our needs for effective progress monitoring tools. The district is working with all campuses to streamline the process and create a data stream that will follow a student from K through 12. Our building will be working with new monitoring software this coming year. Teachers will be given training and assistance to shorten the learning curve.</p> <p>6/9/2015 Scheduled fall, winter, and spring benchmarking will continue three times throughout the next school year.</p> <p>5/9/2016 OGMS is planning on using an online program called Classworks. This program will provide tools to determine status of individual student abilities and progress. It will also provide tutorials and learning activities based on individual student needs and abilities. The program was piloted this year in the 5th grade and is being expanded to school wide use for the 2016-2017 school year.</p>			
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Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Assess student learning frequently with standards-based assessments			
		IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
Initial Assessment:			OGMS administers fall, winter, and spring benchmarking on both literacy and math to all students. Tier 2 students are monitored for progress in both literacy and math bi-weekly. Tier 3 students are monitored for progress in both literacy and math weekly.	Limited Development 11/11/2015		
			Priority Score: 3                      Opportunity Score: 1                      Index Score: 3			
How it will look when fully met:			Effective screening and testing tools will be used to determine the status and progress of student learning. All students will be benchmark tested three times this year (fall, winter, and spring) to provide data that can be used to help determine both the progress and needs of individual students and the overall effectiveness of our current programs and strategies of instruction. Efficient and meaningful methods of data aggregation and analysis will be developed to provide solid data to drive planning and decision making through this year and in following years.		Cody Hay	05/31/2020
Actions				2 of 4 (50%)		
	10/27/16	Develop a formal recommendation for our next school year's RTI screener process and tools based on this year's results.		Complete 08/25/2017	Cody Hay	08/25/2017
		Notes:	The RTI team and the School Leadership team will need information and guidance from district and school administrators (Dr. J & Mrs. Singleton) to better understand ADE and PSD policies and future plans. Our internal goals and planning need to reflect the district goals and planning. Reflection and planning for next year will be addressed on the June 2 staff PD day.			
	4/10/17	Create a method of using multiple sources of data to determine Tier 2 students that require biweekly progress monitoring.		Complete 12/01/2017	Shayna Poindexter	12/01/2017
		Notes:	The new method implemented this year uses ACT Aspire data, Classworks Universal Screener data, and input for teacher observations and classroom assessment data.			
	10/27/16	All students will be benchmarked in literacy and math three times each year, fall/winter/spring. Renaissance reading & math will be used for assessments.			Cody Hay	05/31/2020
		Notes:	The benchmark testing plans and procedures are in place and will continue as scheduled throughout this school year.			

10/27/16	Formally compile and analyze results of benchmarking for all students demonstrated through the Renaissance in literacy and math. This data will be monitored by the RTI committee as well as individual teachers and departments to guide RTI planning and instruction for students. This is an ongoing process that will continue throughout the school year. Renaissance data will be compared to ACT Aspire data and classroom assessments and observations, especially math, literacy, and science.		Cody Hay	05/31/2020
<i>Notes:</i> This task refers to a school wide progress analysis that will require an intentional evaluation of our RTI program at least 3 times a year. Teddi Martin will lead this effort under the guidance of the administration and the RTI committee. The goals of this task is three fold: 1) better understand the status and needs of individual students 2) become better informed on the effectiveness of our RTI and instructional programs 3) analyze the assessment tools we are using for consistency and correlation to other assessments (including ACT Aspire) and our frameworks.				
<b>Implementation:</b>		04/19/2018		
<b>Evidence</b>	8/25/2017			
<b>Experience</b>	8/25/2017			
<b>Sustainability</b>	8/25/2017			

		<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>Target Date</b>
<b>Initial Assessment:</b>			<p>A new formative assessment tool has been reviewed and is in the process of being implemented. The vendor is Edulastic and the assessments will be administered five times per year in math and literacy.</p> <p>The assessments are aligned to the standards based curriculum and should show student mastery of the standards being taught/assessed.</p>	Limited Development 11/11/2017		
			<p>Priority Score: 3</p> <p>Opportunity Score: 1</p> <p>Index Score: 3</p>			
<b>How it will look when fully met:</b>			Students will be administered the Edulastic formative assessments five times per year. Data will be used to determine standards remediation during instruction time as well as during the after-school program.		<b>Cody Hay</b>	<b>05/28/2020</b>
<b>Actions</b>				<b>1 of 6 (17%)</b>		
	11/11/17	Initial purchase of the Edulastic Formative Assessment tool for OGMS.		Complete 11/11/2017	Donna Singleton	11/11/2017
<i>Notes:</i>						
	6/19/19	Homeroom teachers will administer benchmark assessments to all newly enrolled students placed in their homerooms.			Cody Hay	05/31/2020
<i>Notes:</i>						
	11/11/17	The RTI Committee will meet monthly and will review available Edulastic data to determine remediation needs.			Cody Hay	05/31/2020
<i>Notes:</i>						
	11/11/17	All students will be administered formative assessments four times per year.			Jamie Dial	05/31/2020
<i>Notes:</i>						
	11/11/17	Math and literacy teachers will update Edulastic results within a week on a district spreadsheet to be able to determine remediation needs.			Jamie Dial	05/31/2020
<i>Notes:</i>						
	11/11/17	All homeroom teachers will monitor the district spreadsheet and their homeroom students' growth as a result of remediation efforts. This will be reflected in their building lesson plans.			Jamie Dial	05/31/2020
<i>Notes:</i>						
<b>Implementation:</b>				09/27/2019		

<b><i>Evidence</i></b>	<p>9/25/2019</p> <p>We have data to show the teachers and students have used this in the past. We are gathering data now to show we will continue to use it into the future.</p>			
<b><i>Experience</i></b>	<p>9/25/2019</p> <p>Teachers and students have used Edulastic and will continue to use this program into the future. This will be used to monitor students, their progress and their growth in the academic areas of math and Language Arts.</p>			
<b><i>Sustainability</i></b>	<p>9/25/2019</p> <p>We will continue to use these assessments 4 times a year as we have for the past 3 years.</p>			