

## 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.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Establish a team structure with specific duties and time for instructional planning</b>			
!	ID04	<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 just started keeping a record of our meetings October 21, 2015.	Limited Development 10/26/2015		
<i>How it will look when fully met:</i>		We will have a record of meeting two times a month. There will be a kept agenda and minutes.		<b>Amber Holloway</b>	<b>05/27/2016</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
	10/26/15	1. Create an agenda for each meeting.	Complete 05/13/2016	Laura Greer	05/27/2016

Notes:

Agendas were created and kept on file for each meeting through the 2015-2016 school year.

2/23/16	2. Meet twice a month.	Complete 05/13/2016	Rebekah Starnes	05/27/2016
	<i>Notes:</i> Our meetings were changed to once a month due to time restrictions. Our committee met as needed.			
2/23/16	3. Keep a record of minutes.	Complete 05/13/2016	Rebekah Starnes	05/27/2016
	<i>Notes:</i> Minutes were kept at each meeting and were filed at the end of the year.			
2/23/16	4. Analyze the data.		Keith Coleman	05/26/2017

*Notes:* Data was analyzed during the 2015-2016 school year and the practice will continue through the 2016 - 2017 school year during PLCs.

!		ID07	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			We keep a record of Indistar meetings that take place. These Indistar meetings have an agenda and are signed off on at the beginning of each meeting. Notes and next steps are recorded as meetings take place.	Limited Development 10/26/2015		
<b>How it will look when fully met:</b>			Agendas will be kept by date and be easily accessible to anyone who is needing to see a record of meetings being held.		<b>Amber Holloway</b>	<b>11/02/2015</b>
<b>Actions</b>				<b>1 of 3 (33%)</b>		
10/26/15	Continue to meet at least once monthly for one hour to monitor tasks of each indicator.		Laura Greer	01/11/2016		
<i>Notes:</i> 11/29/2016 - This task was updated to reflect the actual amount of meeting times in which they occur.						
3/4/16	Keep staff informed of information that is discussed and changed as we continue to improve our school.		Rebekah Starnes	05/26/2017		
<i>Notes:</i>						
3/4/16	Continue to keep record of minutes and agendas for each Indistar meeting.	Complete 11/29/2016	Laura Greer	05/26/2017		
<i>Notes:</i> 11/29/2016 - A procedure has been created for this task, and the principal is responsible for ensuring that the instructional facilitator completes this task.						

	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
<i>Initial Assessment:</i>	<p>In all core classes except math, students will utilize GIST to increase reading comprehension.</p> <p>Students will begin with one sentence at a time, then combine first two sentences, then combine first three sentences...four, etc. until a whole paragraph is summarized with a maximum of 20 words.</p> <p>Students will read a whole passage and summarize paragraph by paragraph. They will then use their summaries only to answer questions about the passage.</p> <p>In Math, Science, and STEM, students will use the ACE strategy to answer, compute, and explain work.</p> <p>For the explanation part of ACE, students will begin the answer with, "I solved the problem like this because...."</p> <p>Data will be kept weekly and compared in weekly departmental meetings of PLCs. Once a month after school, Interdisciplinary PLCs will meet to discuss progress.</p>	Limited Development 01/30/2018			
<i>How it will look when fully met:</i>	<p>When this objective is fully met, students will be able to read a passage, comprehend what they have read, and be able to answer multiple questions, and constructed responses. (GIST)</p> <p>When this objective is fully met, students will be able to answer questions, show their work, and explain why they used the particular math process to solve the problem. (ACE)</p> <p>Evidence will be provided from data sheets and student work utilizing these methods.</p>		Amber Holloway	05/31/2019	
<b>Actions</b>					
<i>Notes:</i>					

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
!	IE07	<b>The principal monitors curriculum and classroom instruction regularly. (58)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Principal currently does unannounced classroom observations; however, a set number has not previously been assigned.	Limited Development 10/23/2018		
<b>How it will look when fully met:</b>		Special education students will be actively involved in learning within the special education classroom. Students' scores will improve on Interim ACT Aspire Tests		<b>Larry Beasley</b>	<b>05/31/2019</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	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
<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>			
!	IF07	<b>Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Special education teachers and other teachers have limited training on the new trends of co-teaching.	Limited Development 10/23/2018		
<b>How it will look when fully met:</b>		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.		<b>Keith Coleman</b>	<b>05/29/2020</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	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>				

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>
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<b>Effective Practice:</b>	<b>Help parents to help their children meet standards</b>
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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.		Amber Holloway	05/24/2019
<b>Actions</b>				
<i>Notes:</i>				

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
Initial Assessment:		Incoming fifth graders do not have common assessments.	Limited Development 04/05/2019		
How it will look when fully met:					
Actions					
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.		Amber Holloway	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
Notes:					
	5/2/19	Pre-tests will be added to all curriculum maps.		Laura Greer	12/31/2019
Notes:					
	5/2/19	Fifth grade teachers will add common formative assessments to their curriculum maps.		Laura Greer	12/31/2019
Notes:					

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
<i>Initial Assessment:</i>		Modifications for special education students is in place; however, data has minimally guided instruction.	Limited Development 10/23/2018		
<i>How it will look when fully met:</i>		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.		Amber Holloway	05/31/2019
<b>Actions</b>			<b>1 of 8 (12%)</b>		
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>				
11/4/19	To provide support for targeted assistance specific to special education students, the LEA supervisor/educational examiner will review existing data on all indirect, co-teach students annually beginning in 2019 - 2020.		Jenny Ramsey	05/31/2021
<i>Notes:</i>				
11/4/19	To provide support for targeted assistance specific to special education students and other students with a deficit in basic reading skills or reading comprehension will be placed in targeted intervention in 2020 - 2021.		Jenny Ramsey	05/31/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Classroom Instruction</b>			
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<b>Effective Practice:</b>	<b>Expect and monitor sound instruction in a variety of modes</b>			
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!	IIIA12	All teachers proceed in small steps at a rapid pace.(121)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Teachers have been trained in a variety of teaching strategies; however, not directly the concept of Explicit Instruction.	Limited Development 02/26/2018			
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<i>How it will look when fully met:</i>	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.		Amber Holloway	05/24/2019
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<b>Actions</b>		<b>2 of 10 (20%)</b>		
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4/5/18	Research strategies for reading comprehension		Laura Greer	07/01/2018
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*Notes:*

4/5/18	Professional Development on Explicit Instruction	Complete 08/14/2018	Laura Greer	08/14/2018
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*Notes:*

4/5/18	Choose minimum of three strategies	Complete 08/14/2018	Laura Greer	08/14/2018
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*Notes:*

4/5/18	Round robin each strategy in Science, English, and Social studies each 9 weeks		Laura Greer	05/24/2019
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*Notes:*

4/5/18	Training for specific strategy each nine weeks during departmental PLCs		Laura Greer	05/24/2019
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*Notes:*

4/5/18	Co-teach each strategy		Laura Greer	05/24/2019
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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:				

<b>Core Function:</b>		<b>Classroom Instruction</b>			
<b>Effective Practice:</b>		<b>Expect and monitor sound classroom management</b>			
<b>!</b>	<b>IIIC05</b>	<b>All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our teachers currently utilize a variety of teaching strategies, but will continually strive to improve.	Limited Development 04/05/2019		
<b>How it will look when fully met:</b>		Teachers will continually implement different teaching strategies and consistently check for understanding to ensure standards are mastered.		<b>Amber Holloway</b>	<b>05/24/2020</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
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
Notes:					
5/2/19	Make a chart to keep up with different strategies observed in the classroom.			Laura Greer	08/16/2019
Notes:					

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:		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		
How it will look when fully met:		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 be repeated annually.		Stacy Jerry	05/31/2019
Actions			0 of 4 (0%)		
5/2/19		Survey incoming 5th and 6th graders		Stacy Jerry	05/10/2019
	Notes:	Survey will be conducted on google forms and be completed prior to students coming for visit.			
5/2/19		Introduce students to NMS and introduce clubs		Stacy Jerry	05/10/2019
	Notes:	Students will com visit the school and Stacy will explain procedures and walk them around campus.			
5/2/19		Order planners for incoming fifth and sixth graders		Laura Greer	05/24/2019
	Notes:				
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
	Notes:				