Comprehensive Progress Report

Mission: We are Trailblazers! Together, we: *Celebrate our strengths and our diversity *Seize opportunities to serve others *Strive for excellence in all that we do

Vision: We will be innovative leaders, working for positive change in our global community. Together, we will prepare our scholars for a competitive life in a globally connected world.

Goals:

In the 2018-2019 school year, we will increase our overall proficiency on End of Grade assessments by: - in math from overall 40.6% to 50% proficient, those students who are not proficient on the EOG will show an increase in their predicted EVAAS percentile. By our district benchmark #1 we will go from 40.6% to 43% proficient, by our district benchmark #2 we will go to 45% proficient, and by the Mock we will go to 47% proficient. We will focus our attention on improving the overall proficiency in the following subgroups: -black and ELS subgroup will increase to an overall 40% proficiency -hispanic subgroup will increase to an overall 48% proficiency -students with disability subgroup will increase to an overall 20% proficiency

In the 2018-2019 school year, we will increase our overall proficiency on End of Grade assessments by: -in ELA from overall 38.3% to 48% proficient, those students who are not proficient on the EOG will show an increase in their predicted EVAAS percentile. By our district benchmark #1 we will go from 38.3% to 41% proficient, by our district benchmark #2 we will go to 43% proficient, and by the Mock we will go to 46% proficient. We will focus our attention on improving the overall proficiency in the following subgroups: -black subgroup will increase to an overall 40% proficiency -ELS subgroup will increase to an overall 25% proficiency -hispanic subgroup will increase to an overall 40% proficiency -students with disability subgroup will increase to an overall 25% proficiency

In the 2018-2019 school year, we will increase our overall proficiency on End of Grade assessments by: -in 5th grade and 8th grade science from overall 69% to 80% proficient, those students who are not proficient on the EOG will show an increase in their predicted EVAAS percentile. By our district benchmark #1 we will go from 69% to 73% proficient, district benchmark #2 to 75% proficient, and our Mock to 78% proficient. We will focus our attention on improving the overall proficiency in the following subgroups: -black subgroup will increase to an overall 75% proficiency -ELS subgroup will increase to an overall 70% proficiency

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**

Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Expected that all teachers have consequences hierarchy posted. 5 S's expectations for transition posted. SLANT post and 7 Habits of Highly Effective people posted. Utilize No Nonsense Nurturing strategies with an emphasis on MVP and positive narration. Developing meaningful relationships with scholars.	Limited Development 11/08/2017		
How it will look when fully met:			-Organized hallway transitions -Decrease in major offenses in terms of behavior -Common language among teachers in school that offer "whole school" expectations vs. classroom expectations		Derrick Stephenson	05/31/2019
Actions				0 of 4 (0%)		
		1/16/18	Provide No Nonsense Nurturer training for new teachers and provide review professional development for teachers with NNN		Derrick Stephenson	05/31/2019
		Notes:	Staff created a common language and expectations before school started for hallway transitions throughout the building, i.e. 5S lines.			
		10/25/18	Develop student leadership team to reinforce expectations		Derrick Stephenson	05/31/2019
		Notes:	Students in both Student Ambassador club and Junior Beta could create a monthly video about different leadership opportunities in the school, what leadership looks like at MMA, and how students can become leaders in school.			
		11/9/18	Monitor ODR reports to assess the effectiveness of NNN and other behavior strategies and plans. Use the data to identify interventions that are needed. Share results with staff regularly through staff meeting updates from PBIS.		Michelle Harris	05/31/2019
		Notes:				

	11/9/18	Identify teachers with the need of more intense interventions based on ODR and observation data and utilize director of innovation for support.		Derrick Stephenson	05/31/2019
	Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**Curriculum and instructional alignment**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We have teams of teachers that do this very effectively and teams of teachers that are working hard to make it work around time constraints and experience levels. K-2 classrooms are self-contained and 3-8 classrooms are blocked based on content. All K-8 teachers have a data PLC with their grade level on Wednesdays and a planning meeting once a week. Lesson plans are due 8am on Monday.	Limited Development 11/20/2016		
How it will look when fully met:			-Common lesson plan written across county for all content areas -County wide resources -Units that answer essential units -K-2 grades will share lesson plans by 8:00 am Monday mornings -3-8 vertical collaboration		**Michelle Harris**	**05/31/2019**
Actions				**0 of 4 (0%)**		
	10/25/18		Lesson plan feedback		Derrick Stephenson	02/01/2019
	Notes:		Feedback will be Incorporated through the walk through observation model, specifically looking for standard based instruction and alignment. Teachers who are not standard aligned or providing standard based instruction will be assigned an administrator or MCL to review lesson plans weekly.			
	11/9/18		Identify staff through observation data, walk through data, and ODR data for lesson plan clinics with MCLs or administrators.		Michelle Harris	05/31/2019

	Notes:				
	10/25/18	Walk through and formal observations feedback will be provided		Michelle Harris	05/31/2019
	Notes:				
	10/25/18	Teachers will work on data driven instruction model		Michelle Harris	05/31/2019
	Notes:	-Whole staff was trained in a half day PD on the DDI model -K-8 core instruction teachers receive DDI instruction and support through weekly PLCs -K-8 core instructions teachers participate in a full day data day 3x a year to use the DDI model and analyze district benchmark results -K-2 teachers receive DDI support from MCL, 3-5 ELA teachers receive support from MCL, 6-8 math/science teachers receive support from MCL			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are working towards this by examination of various data points. K-2 teachers are using Reading 3D, ST Math, K-2 math assessments, and math CFA data to differentiate instruction. 3-8 teachers are using district pre-tests, CFA, and benchmark data to drive classroom instruction and I/E time.	Limited Development 11/20/2016		
How it will look when fully met:			We must ensure that each teacher is implementing effective teaching practices with fidelity within a tiered instructional system and aligning practices to the same standards and skills as their peers teaching other tiers of intervention.		Antwan Brown	05/29/2020
Actions				1 of 6 (17%)		
	1/24/18		AIG and EC instruction is implemented throughout the day to deliver focused instruction through set teacher schedules for service time.	Complete 08/31/2018	Ellie Kyle	08/31/2018
	Notes:					
	1/24/18		Hill Rap/Guided Reading tutors provide small-group daily		Andi Green	01/31/2019

				Implementation Status	Assigned To	Target Date
			interventions for students in grades 1-4.			
		Notes:				
		10/25/18	Teachers will receive training on the multi-tiered system of support		Andi Green	02/01/2019
		Notes:				
		10/25/18	Teachers will use the data driven instruction cycle to target interventions for all tiers of scholars		Andi Green	02/01/2019
		Notes:	- During data days, teachers determined the proficiency for target subgroups -Teachers will identify high impact strategies to implement with students. -Teachers will maintain a tracker for different subgroups			
		11/21/16	Teachers differentiate and used a tiered instructional system based on data. All grades use intervention/enrichment time. Each grade level band develops groupings based on student needs/data.		Ellie Kyle	02/01/2019
		Notes:				
		11/9/18	K-2 teachers will track their progress monitoring with a data tracker 3-8 teachers will use Mastery Connect to track student data with CFAs and benchmarks		Andi Green	05/31/2019
		Notes:				
KEY	**A4.06**		**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The implementation of practices addressing emotions and provide support is inconsistent school wide. We have one guidance counselor serving all 600+ K-8 scholars.	Limited Development 11/20/2016		
How it will look when fully met:			Teachers will be able to address all students' emotions and know when they need extra support. Teachers will refer and seek other resources for support. Teachers will use restorative practices in order to address all students' emotions.		**Ellie Kyle**	**05/29/2020**
Actions				**0 of 1 (0%)**		

				Implementation Status	Assigned To	Target Date
		10/25/18	SIT will research different PD in restorative practice models and determine best fit for our school		Antwan Brown	05/31/2019
	Notes:		We are considering additional No Nonsense Nurturing, Nurtured Heart, Restorative Justice, or a trained professional providing emotional support training.			
! KEY	A4.16		**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, the school implements a full transition support for students. Kindergarten has multiple transition plans implemented, 8th grade also has multiple transition plans implemented, and the school has developed a transition plan for within the grades to transition to the next grade level.	Limited Development 11/08/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			The school will create and develop a strategic plan to support the transition of students as they enter the educational environment and as they move up the grade-level continuum. A focus will be given to Pre-K to Kindergarten, second to third, fifth to sixth and eighth to ninth. The plan will include parent information sessions, student orientation that includes training on the student handbook and expectations for academics and behavior, and a grade-level "move-up" that offers students the opportunity to experience their upcoming grade for a day.		**Jason Herman**	**10/01/2018**
Actions				**4 of 5 (80%)**		
		1/30/18	Second to third grade: Grading changes will be explained to students as well as testing strategies for the EOG and how the EOG works.	Complete 08/31/2018	Daly Romero	06/08/2018
	Notes:					
		1/30/18	5th to 6th grade transition: Go over the handbook and talk about freedom and the responsibility of freedom.	Complete 08/31/2018	Lindsay Palmer	06/08/2018
	Notes:					

1/30/18	8th to 9th grade transition: Students will choose a high school with the help of high school and middle school counselors to talk about the responsibility of high school through coping skills, organization, and socialization.	Complete 08/31/2018	Eulanda Thorne	06/08/2018
Notes:				
1/30/18	Pre-K to kindergarten home visits before school starts.	Complete 08/01/2018	Daly Romero	08/31/2018
Notes:				
11/9/18	Administration will collaborate with other middle school principals to design a Middle School Bridge Project that will prepare students for the transition to high school and life beyond graduation.		Cherelle Sanders	05/31/2019
Notes:				
Implementation:		10/25/2018		
Evidence	10/25/2018 A document of the plan will be uploaded			
Experience	10/25/2018 We created a schoolwide plan for transitioning among the grades (K-8) within our school. Kindergartners have multiple opportunities before school to meet their teacher and school expectations. 8th graders visit the various high schools in our county in May.			
Sustainability	10/25/2018 We will continue to follow our transitioning plan from last school year.			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
KEY **B1.01**	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district	Limited Development 11/07/2017		

			improvement plan and level of support being provided to schools.				
How it will look when fully met:			The district team will meet monthly to ensure that the plan is being implemented.	**Objective Met**	**Shawna Andrews**	**05/01/2018**	
Actions				**1 of 1 (100%)**			
		11/8/17	Review the district plan and provide support to schools.	Complete 11/07/2017	Shawna Andrews	01/01/2018	
			Notes:				
	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**	
Initial Assessment:			PLC meetings are held each week.	Limited Development 11/21/2016			
			Priority Score: 1 Opportunity Score: 3	Index Score: 3			
How it will look when fully met:			The SIT will meet twice a month to review our indicators and the progress toward successful implementation. The SIT will analyze data to make strategic decisions regarding teaching and learning. Processes and procedures will be used from Data Driven Instruction.	**Objective Met 11/09/18**	**Lindsay Palmer**	**05/31/2019**	
Actions							
		10/25/18	School Improvement team meetings will occur twice monthly. Meeting agnedas and minutes will be recorded in NCStar	Complete 10/25/2018	Lindsay Palmer	10/25/2018	
			Notes:				
Implementation:				11/09/2018			
	Evidence		10/25/2018 Calendar will be uploaded into documents				
	Experience		10/25/2018 As a SIT we created a calendar of meeting days to address SIP as well as other needs of the school				

Sustainability	10/25/2018 SIT will continue to monitor and address the needs of the school			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers have assigned duty stations in the morning and afternoons. All teachers have leadership roles within the school. PLCs are scheduled weekly and common planning times are provided for all grade levels. School now has Multi-Classroom Leaders (MCLs) in K-2 ELA/Math, 3-5 ELA, 6-8 Math/Science in charge of leading data meetings (PLCs) and providing coaching, instruction, support for teachers. School also has an Expanded Impact Teacher (EIT) in 6th grade math and science and a Reach Associate (RA) to support. SIT consists of elected teachers and support staff as well as administrators to provide plans fro year and specific work products to produce. Planning time consists of 45 minute sessions per day for K-5 and enhancement teachers. 6-8 teachers have 2- 45 minute sessions for planning.	Limited Development 09/12/2016		
How it will look when fully met:			We will have teams that work together to address: 1. instruction and instructional methods 2. whole school improvement and planning 3. family community connections Teams, when effectively constructed and managed, ensure that continuous improvement planning frameworks are efficient. MCL's lead comprehensive PLCs disseminating data for us in driving instruction and guiding I/E. Teachers will utilize Mastery Connect to organize data and administer assessments to these ends. Grade level bands will conduct consistent vertical alignment meetings on data days.		**Jason Herman**	**05/31/2019**
Actions				**1 of 3 (33%)**		
		1/30/18	Teachers will adhere to DDI cycle with MMA DDI Calendar	Complete 05/31/2019	Jason Herman	05/31/2019
	Notes:					

					Assigned To	Target Date
	10/25/18	All school staff will have access to SIT notes via NCSTAR			Theresa Hudson	05/31/2019
		Notes:				
	10/25/18	SIT progress will be shared during staff meetings			Jason Herman	05/31/2019
		Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			**Monitoring instruction in school**			
	KEY	B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The principal visits classrooms for observations and walk-throughs.	Limited Development 11/21/2016		
How it will look when fully met:			Principal will do daily walk-throughs with feedback using the school's feedback template.		**Kelly Anne Mudd**	**05/31/2019**
Actions				0 of 4 (0%)		
	10/25/18	Principal will meet with admin team to discuss and develop elements for walk through form			Kelly Anne Mudd	11/30/2018
		Notes:				
	11/21/16	Principal will do walk-throughs and give timely and direct feedback to teachers on a daily basis.			Kelly Anne Mudd	05/31/2019
		Notes:				
	1/30/18	Administration will increase visibility and visits to the classrooms with teachers struggling with classroom management and instructional practices.			Kelly Anne Mudd	05/31/2019
		Notes:				
	10/25/18	Walk through observations will come from principal and assistant principals, between 5 to 10 per week during non observation times			Kelly Anne Mudd	05/31/2019
		Notes:				

Core Function:			Dimension C - Professional Capacity
Effective Practice:			**Quality of professional development**

KEY	C2.01	The LEA/School 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.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have PD throughout the year, but this may need extra money to carry out extra PD in this area.	Limited Development 11/21/2016		
How it will look when fully met:		Teachers would need to be able to understand how to sift through this data and understand it, which may take extensive PD. Teachers will come with CFA, benchmarks, Mastery Connect reports, K-2 math assessments, and Reading 3D data to analyze during data days and PLCs. All teachers will be provided professional development. On data days, we will follow a 3 rotation: look at data, plan inverventions, and create activiites. PLCs used to discuss outcomes and next steps.\n\nCommon language and common strategies being used across the school.		**Erica Sharpe**	**06/07/2019**
Actions			0 of 3 (0%)		
	11/21/16	During PLCs, data days, walk throughs, and formal observation rounds admin and instructional team will determine best PD for instructional needs		Kelly Anne Mudd	05/31/2019
	Notes:				
	10/25/18	PLCs to look at progress monitoring data		Gustavo Parra	05/31/2019
	Notes:				
	10/25/18	Create data days and PLCs according to DDI cycle/schedule		Erica Sharpe	05/31/2019
	Notes:	-During data days, teachers will create a CIAP using their district benchmark results for targeting misconceptions with high impact strategies\n-Staff is maintaining data in teacher notebooks in K-2 and Mastery Connect for 3-8.			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We reward/recognize teachers weekly on the Week At a Glance and at our Friday Huddle. We have a lower supplement, when compared to neighboring counties and that makes it hard to recruit. We have a partnership with ECU and have highly qualified staff to replace staff that leaves. We started a partnership with EECC and their scholar teacher program to help recruit new teachers. Our school has opportunities for teachers to advance in leadership with an Opportunity Culture role.	Limited Development 11/21/2016		
How it will look when fully met:			We will establish protocols such as providing PD in areas that current teachers are weak. We will continue to reward teachers for great work and work toward replacing staff that plans to not return the next year as soon as possible. We will have a happy and highly qualified staff. Teachers will receive one on one coaching from their MCL or administrator.		**Jennifer Craddock**	**06/07/2019**
Actions				0 of 3 (0%)		
		11/9/18	During hospitality committee meetings, identify strategies for rewarding and recognizing staff through a culture calendar		Jennifer Craddock	03/08/2019
		Notes:				
		1/30/18	Create a google calendar of professional development opportunities		Carrie Lyon	04/05/2019
		Notes:				
		10/25/18	Shout out board for teachers to be recognized		Jennifer Craddock	04/05/2019
		Notes:				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Parents regularly receive newsletters and progress reports from teachers.	Limited Development 11/21/2016		
How it will look when fully met:	Newsletters will go home with a frequency of every week for K-2, twice a quarter for 3-5, and once a quarter for 6-8. Teachers communicate with parents through various means such as Class Dojo, Remind 101, phone calls, emails, and social media. Resources will be displayed regularly on school webpage to facilitate parental involvement. The school's monthly global nights are used to showcase student work but also to engage parents.		**Jennifer Craddock**	**02/28/2019**
Actions		**0 of 5 (0%)**		
10/25/18	Provide curriculum resources for parents on Facebook page, connect eds, webpage		Carrie Lyon	02/01/2019
Notes:				
10/25/18	Provide curriculum ideas for home in newsletters		Jennifer Craddock	02/01/2019
Notes:				
10/25/18	K-5 ELA teachers will send home student close reading text with calendar of activities to work on		Jennifer Craddock	02/01/2019
Notes:				
11/9/18	Host a variety of parent engagement activities to include but not limited to RtA night, global events, science fair, and STEAM night.		Cherelle Sanders	05/31/2019
Notes:	-Assess effectiveness through parent surveys			
11/21/16	Upload links for materials and resources into PowerSchool		Carrie Lyon	05/31/2019
Notes:				