

## 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. Also, the Principal, along with several selected teachers will be participating in the 2022-2023 Arkansas Leadership Academy. 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. A student council will be created in the Fall of 2022 and will meet with the Principal on a monthly basis. 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	05/01/2023
Actions				1 of 2 (50%)		
	2/23/21	Development of a Leadership structure for teachers and staff.		Complete 04/01/2022	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.				
	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.			Todd Coogan	05/01/2023
		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.				

		<b>ID10</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
--	--	-------------	---	----------------------------------	--------------------	--------------------

<b>Initial Assessment:</b>	<p>Our staff utilized 2021 ACT Aspire results along with STAR, IXL and Lexia Rapid Assessment to determine academic gaps in learning.</p> <p>Students had a daily 30 minute intervention time called ACHIEVE. We also implemented 50 minute intervention periods called Launch to place priority on closing the Literacy gap.</p> <p>The RTI interventionist monitors student progress weekly. Then the RTI team meets every other week to plan and keep intervention groups fluid according to student need.</p> <p>Summer school was offered to extend the learning for all students. Students were provided with four weeks of added learning opportunities. Summer school was from 8:00 to 12:00. It also provided breakfast, a snack, and lunch. Transportation was available for all to attend.</p> <p>Summer professional development will include Google, MathQuest, Illustrative Mathematics, and a special literacy trip to increase educator knowledge in content areas.</p>	Limited Development 09/26/2017		
<b>How it will look when fully met:</b>	<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.</p> <p>All students will receive weekly instruction in Social / Emotional needs</p>	<b>Objective Met 07/28/22</b>	<b>Teresa Warner</b>	<b>08/12/2022</b>
<b>Actions</b>				
2/23/21	All Teachers will be trained in either proficiency or awareness in the Science of Reading to fulfill the State mandate.	Complete 06/15/2022	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.

1/15/19

Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School.

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.

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.

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.

Complete 04/15/2022

Todd Coogan

05/01/2022

*Notes:* 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.

<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>			
		<b>IE10</b>	<b>The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers are recognized for accomplishments, personal growth, and student academic growth by sharing their success among the staff and district administration. Student success and accomplishments are shared among the student body and staff.	Limited Development 07/28/2022		
<i>How it will look when fully met:</i>			The principal will recognize teacher personal achievement, such as completion of trainings, degrees, or awards. Points of celebration will be used to recognize teachers and departments whose students show growth in grade-level math and reading, among the staff, students, and community through social media outlets. ACT Aspire testing, and RTI. Student recognition will be conducted through the use of academic awards and among the community through social media outlets.		Todd Coogan	05/20/2023
<b>Actions</b>						
<i>Notes:</i>						
		<b>IE13</b>	<b>The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Staff are given opportunities to voice constructive critique through PLCs, faculty meetings, and our administration's open-door policy. Parents are given ample opportunity to communicate with administration and staff through email, open-house, parent-teacher conferences, and the district's annual report to the public.	Full Implementation 07/29/2022		
<b>Core Function:</b>			<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>			<b>Engage teachers in differentiating and aligning learning activities</b>			
		<b>IIC02</b>	<b>Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Teachers' schedules have been adjusted to where they share a common conference period with others so that they are able to meet in PLCs and department meetings in order to develop materials, align learning activities, and ensure horizontal vertical alignment of standards. Teachers also have the opportunity to conduct grade-level meetings.	Full Implementation 07/29/2022		
----------------------------	--	-----------------------------------	--	--

<b>Core Function:</b>	<b>Classroom Instruction</b>
-----------------------	------------------------------

<b>Effective Practice:</b>	<b>Expect and monitor sound homework practices and communication with parents</b>
----------------------------	---

		<b>IIIB01</b>	<b>All teachers maintain a file of communication with parents.(150)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
--	--	---------------	---	------------------------------	--------------------	--------------------

<b>Initial Assessment:</b>	Before the open house prior to the beginning of the school year, teachers make phone calls to each of the parents on their Enrichment class roster. A log is kept of all contacts made. During parent-teacher conferences, teachers use phone calls and / or email in an attempt to contact parents who did not attend conferences.	Full Implementation 07/29/2022		
----------------------------	---	-----------------------------------	--	--

<b>Core Function:</b>	<b>Classroom Instruction</b>
-----------------------	------------------------------

<b>Effective Practice:</b>	<b>Provide a tiered system of instructional and behavioral supports and interventions</b>
----------------------------	---

		<b>IIID04</b>	<b>The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
--	--	---------------	---	------------------------------	--------------------	--------------------

<b>Initial Assessment:</b>	During the 2021-2022 school year, each teacher was assigned to a PLC group. New members will be assigned to a PLC group for the 2022-2023 school year and PLC refresher training will be conducted.	Limited Development 07/28/2022		
----------------------------	---	-----------------------------------	--	--

<b>How it will look when fully met:</b>	By the target date each PLC will have been meeting on a regular basis. Each PLC will submit meeting agendas and meeting minutes to the building-level administration that will show evidence of goal accomplishment.		<b>Teresa Warner</b>	<b>12/01/2022</b>
---	--	--	----------------------	-------------------

<b>Actions</b>				
----------------	--	--	--	--

<i>Notes:</i>				

Core Function:			Student-Focused Learning			
Effective Practice:			Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path			
		BL02	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5527)	Implementation Status	Assigned To	Target Date
Initial Assessment:			While blended learning no longer exists in its original form, our students are allowed to use a school device (Chromebook) to complete assignments and communicate with their teachers and administration during planned and unplanned absences. This provides students who are absent with a way to keep from falling too far behind on their assignments due to absence.	Full Implementation 07/29/2022		