

Comprehensive Progress Report

Mission:

Our mission is that every child will feel valued and celebrated for who they are and help grow them to their highest potential. This will happen through the continual support and growth of our teachers by providing rigorous and differentiated instruction. To include and value the voice of our parents and community, providing them with positive communication and information, as well as valuing and celebrating them.

Vision:

To provide every student with a superior and equal educational experience which will equip them to navigate all obstacles, provide them the confidence to persevere, and instill in them the knowledge that will enable students to envision a future with no limits only possibilities of success.

Goals:

All students will show growth.

Students will be prepared to transition comfortably and confidently into MMS and into MHS.

Students will be provided opportunities to develop leadership skills.

All students will be provided opportunities and encouragement to be plugged in to an extra curricular activity.



! = 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
<i>Initial Assessment:</i>		Clear expectations are communicated by administration. Clear expectations are relayed to students and consistent monitoring and reinforcement is in place.	Limited Development 10/13/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers and students will understand and follow expectations. Educatorshandbook data will show reduced referrals. Administrative classroom observation will reflect teacher meeting expectations.	Objective Met 01/25/21	Tami Harper	06/01/2020
Actions					
	10/13/19	Teacher expectations will be consistent with all staff.	Complete 01/14/2021	Tami Harper	06/01/2020
<i>Notes:</i>					
Implementation:			01/25/2021		
<i>Evidence</i>		1/25/2021			
<i>Experience</i>		1/25/2021			
<i>Sustainability</i>		1/25/2021			

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
<i>Initial Assessment:</i>		District PD's and Job a-likes have been in progress, developing aligned units and benchmarks for the district. Also, school level teams have been meeting to develop aligned units and assessments.	Limited Development 10/13/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>			<p>Teachers are in the introductory stage of tiered instructional systems. Teachers fall in various categories, from understanding the concept and doing this on some level, to no understanding but still trying to reach student needs the best they know how. MTSS Team is in place and are meeting with teachers to teach beginning implementation processes. The team is beginning to include Branching Minds as a support system, by picking a few, high risk, students to train the teachers. Dr. Fuller is teaching staff early processes and steps needed to assure proper implementation.</p> <p>Teachers are working with tiered students during Braves. Each grade has a similar system, however, it is not a perfect system and lacks consistency among all teachers and grades. Progress Monitoring has been strongly recommended but not being done by most teachers due to lack of training and understanding.</p>	Limited Development 10/13/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>All teachers will be assessing students and tracking their progress related to their content. Students will be efficiently tiered and be in an enrichment/intervention prescribed by assessment data. All teachers will be progress monitoring, and effectively utilizing Braves and the MTSS process. Content PLC's will meet weekly to analyze student data.</p> <p>Evidence: Braves class lists, growth and/or mastery related classroom data, continual formative assessments,</p>		Tami Harper	12/01/2021
<i>Actions</i>				2 of 5 (40%)		
	1/25/21		We established an after hours tutoring/homework hotline to support students who are struggling working independently.	Complete 01/25/2021	Tami Harper	01/27/2021
<i>Notes:</i> Teacher volunteers will be used for the hotline.						

10/13/19	Through PLC's teachers will be educated and trained on MTSS, Branching Minds, and data assessment. Through PLC's teacher will collaborate and tier students efficiently using assessment and progress monitoring data.	Complete 06/01/2021	Tami Harper	05/01/2021
<i>Notes:</i> Due to COVID, trainings have been slow and meetings rescheduled several times at the district level. Several staff have been completing trainings but more or needed. A whole school PD has not happened.				
10/15/21	Esser Funds has provided us with district MTSS Coordinators as well as one that is on staff at MMS. The MTSS Coordinator and team is working to develop procedures and processes to streamline the MTSS student referral and monitoring process.		Rhonda Britton	12/01/2021
<i>Notes:</i>				
10/15/21	Teachers will be provided PD on procedures and processes for MTSS as well as a universal screener for ELA, Math, and SEL. Teacher intervention/enrichment will be monitored to ensure students are getting the needed supports based off individual student data.		Rhonda Britton	12/01/2021
<i>Notes:</i>				
10/15/21	Esser Funds has provided us with a full time interventionist for Math and ELA. A universal screener will be implemented within the first few weeks of school to assess all students in Math and ELA. The data provided will be used to effectively tier students and to prescribe intervention/enrichment. This data will allow us to create the student cohorts that will be assigned to the Interventionist.		Tami Harper	12/01/2021
<i>Notes:</i> The interventionist position will not be filled until November 8th.				
Implementation:		10/15/2021		
Evidence	10/15/2021			
Experience	10/15/2021			
Sustainability	10/15/2021			

	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
<i>Initial Assessment:</i>			Students from 5th grade visit MMS for a couple hours for a tour and talk. Parent night follows. Same with rising 9th graders at MHS. Pen-pal program between the schools transition grades.	Limited Development 10/13/2019		
<i>How it will look when fully met:</i>			<p>MMS Principal will visit 5th grade lunch or recess monthly. MHS Principal will visit 8th grade lunch or classroom walks monthly. This will provide administration the opportunity to get to know the rising students and establish a positive relationship.</p> <p>MMS will still provide a student visit opportunity, perhaps with smaller groups which will allow them the opportunity to sit in classrooms and become more intimately familiar with the school than with a large group.</p> <p>MMS will create a system to help Nags Head students as they transition to a different peer group so to eliminate undo anxiety and stress.</p> <p>Pen-pal or email- pal between 5th/6th and 8th/9th. Particularly for Nags Head students 5th MES and 5th NHS.</p> <p>CTE classes to partner with MHS CTE classes for projects.</p>		Carrie Houseknecht	05/02/2022
Actions				1 of 4 (25%)		
10/13/19			Revisit the processes that are in place for transitioning and revamp to improve.	Complete 06/20/2021	Kerri Simmons	05/20/2021
			<i>Notes:</i> The evaluation and reflection of this process will start now with principal visits. The outcome will be assessed end and beginning of the year.			
10/15/21			We will begin a pen-pal program between schools to help students develop friendships and provide opportunity for students to ask peers questions about MMS that would prepare them for their transitions and to ease the anxieties that can be created concerning a major transition.		Carrie Houseknecht	12/01/2021
			<i>Notes:</i> Contact needs to be made to the elementary schools and high schools. This could be run through an ELA teacher to also include some writing instruction.			

10/15/21	Principal visits to the elementary school and have the principal from MHS begin visits.		Tami Harper	02/01/2022
<i>Notes:</i> This action will begin start of next semester in the hopes that restrictions have been loosened and students will be able to gather in the cafeteria for a traditional lunch time.				
10/15/21	Discussion will continue with the team to develop ideas and procedures to improve the transitions of students.		Raquel Morrison	02/01/2022
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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<i>Initial Assessment:</i>	Administration, through the Teacher Evaluation System, observes and evaluates teachers providing them with timely feedback. Administration has adopted a walk-through document, created by FFM administration, to observe staff and provide immediate feedback. The intentions for walk-throughs to happen on a daily basis.	Limited Development 10/13/2019		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Administration will develop an efficient system of completing observations and walk throughs to ensure that we have one administrator available for other issues and tasks so that the other is available to complete the walk-through and observations.	Objective Met 10/15/21	Tami Harper	05/30/2021
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Actions				
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10/13/19	Administration will set up a schedule for observations and walk throughs.	Complete 06/30/2021	Tami Harper	05/30/2021
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Notes: We will assess our progress and efficiency of our schedule on a weekly basis and make necessary adjustments.

Implementation:		10/15/2021		
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Evidence	10/15/2021 Teacher Observations in the NCEES System.			
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Experience	10/15/2021 As principal, I have worked to provide effective feedback to all teachers. I provided specific comments and suggestions for all teachers.			
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Sustainability	10/15/2021 I will continue to provide specific feedback to staff.			
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