Comprehensive Progress Report

Mission: We develop students who are agents of change. We commit to equitable and just practices that “unearth” the genius in every student within a culturally affirming, joyful, safe, and orderly environment.

Vision: Hairston Middle will be an excellent school committed to the academic, social and emotional growth of each individual in a nurturing and high expectations educational environment.

Goals:

By June 2026, Hairston Middle School will increase the school performance composite grade by 3 points from 33% to 36% as indicated on by the EOG test. (Math, ELA, SCI).

By the end of 2025-2026 school year, Hairston will increase the number of students participating in co-curricular activities, career explorations and innovative science programs by 10% from 147 to 161 students.

By the end of the 2025-2026 school year, Hairston Middle school will achieve a rating of "Operational" on the FAM-S item #21. Educators actively engage student, families and community stakeholders at all tiers of MTSS.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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:			Our School Leadership Team will meet twice a month with one regular meeting and any sub-committee meeting, such as MTSS to meet the district's and state standards of having bi-monthly meetings.	Limited Development 09/06/2016		
How it will look when fully met:			Hairston Middle School has established 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) to review implementation of effective practice. Full implementation of this indicator will be demonstrated by the successful completion of our school improvement goal. School Based-Leadership Team meets once a month Instructional Leadership Team Meets weekly Any additional subcommittee meetings will occur as needed month to month	**Objective Met 09/18/25**	**Charlie Smith**	**06/05/2026**
Actions						
		11/19/20	The Administrative Team will meet once a week to address and provide updates instructional practices and identify general school-wide concerns.	Complete 06/05/2026	Administrative Team	05/06/2026
		Notes:				
		11/19/20	The Administrative Team will meet once a week to identify and address any school-wide concerns specifically related to Covid-19.	Complete 06/05/2026	Charlie Smith	06/05/2026
		Notes:				
		10/12/20	School Leadership Team will meet once month to address instructional practices and general school-wide concerns.	Complete 06/05/2026	SIT chair	06/05/2026
		Notes:				
		10/12/20	Instructional Leadership Team will meet minimally twice a month to address instructional practices and analyze data.	Complete 06/05/2026	Latoya Shoffner	06/05/2026
		Notes:				

10/25/24	Our MTSS team meets monthly to discuss Tier 2 and Tier 3 interventions. An emphasis is placed on high impact tutoring and small group instruction.	Complete 05/08/2026	Charlie Smith	06/10/2026
Notes:				
8/29/17	School Leadership Team will meet once month to address instructional practices and general school-wide concerns.	Complete 06/04/2026	Latoya Shoffner	06/15/2026
Notes:				
8/29/17	Instructional Leadership Team will meet twice a month to address instructional practices and general school-wide concerns.	Complete 06/05/2026	Latoya Shoffner	06/15/2026
Notes:	team consist of the MCLs, Assistant Principals, Principal, and Instructional Coach			
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:	Each grade level is arranged in the middle school teaming format consisting of quads for Science, Social Studies, ELA and Math. The schedule is arranged for common planning times for grade level like subjects. There is protected planning time for each subject area at least once during the week. Core classes and encore classes are collaborating to create interdisciplinary lessons.	Limited Development 09/06/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When fully met teams of teachers will implement, assess, and adjust instruction in short-term cycles of improvement and monitor the improvement over time to facilitate achievement in all areas.		**Latoya Shoffner**	**06/05/2026**
Actions		**0 of 4 (0%)**		
11/6/23	SBLT will explore opportunities to offer extended planning time at the beginning of 2025 to allow time for content teams to meet vertically during the school day.		Latoya Shoffner	04/01/2026
Notes:				
10/12/20	Weekly content PLCs are facilitated collaboratively to address data, content and teaching best practices.		Instructional Leadership Team	06/01/2026
Notes:				
10/31/22	MCL Roles support and lead vertical content planning teams.		Christina Smalley	06/05/2026
Notes:	End of Quarter data digs and planning sessions.			
10/25/24	Content area PLCs will meet weekly to discuss data trends and instructional best practices.		Latoya Shoffner	06/10/2026

Notes:				
Implementation:		11/06/2023		
Evidence	11/6/2023 Agendas uploaded into documents.			
Experience	11/6/2023 MCLs met with teachers across grade levels to identify trends and and align on next steps.			
Sustainability	11/6/2023 Continuation utilization of district mandated or optional workdays to facilitate vertical team meetings.			

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
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:	Our school's principal, administrative team and Instructional Leadership team will consistently observe classrooms on a weekly basis to monitor instruction. Plans will be implemented for teachers that experience instructional struggles. Feedback will be given for growth and shared among the administrative and instructional leadership team to provide consistency and to direct work on areas of growth. The feedback will be shared electronically and kept by the administrative team.	Limited Development 09/06/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Students will be challenged and engaged daily through well designed lessons that require higher ordered thinking, implementation of balanced literacy practices, grade level tasks and ongoing formative assessments. **Planned walkthroughs and calibration conversations amongst Instructional Leadership Team members to improve consistency of feedback to teachers. There has been a focus on improving student engagement in order to improve instruction.** **Students will receive an incomplete grade instead of a zero for missing assignments. In addition, students will participate in working lunch so they have an additional opportunity beyond class to complete their assignments.**		**Vernee Rogers**	**06/30/2026**
Actions		**4 of 5 (80%)**		
10/12/20	Use data on instructional practices and performance data to develop plans for instructional improvement.	Complete 10/06/2021	Instructional Leadership Team	06/06/2026
Notes:				
8/29/17	Instructional team will conduct daily formal and informal observations and provide feedback for teachers to make needed adjustments.	Complete 06/05/2020	Administrative Team, IC and MCLs	06/15/2026
Notes:				
8/29/17	Plans for improvement will be address for staff members needing structured support.	Complete 06/05/2020	Adminstrative Team	06/15/2026

	Notes:	Support plans will written for struggling teachers and teachers with persistently negative data.			
	8/30/17	Use data on instructional practices and performance data to develop plans for instructional improvement.	Complete 06/05/2020	Instructional Leadership Team	06/18/2026
	Notes:	Data analysis will be conducted on all formative and summative assessments using the Classroom Focused Improvement Protocol.			
	10/25/24	Content area coaches will compare interim, NWEA and common assessment data sets to determine if goal re-calibration is needed.		Dr. Thomasina Hayes	06/30/2026
	Notes:				
Implementation:			03/21/2022		
	Evidence	3/21/2022			
	Experience	3/21/2022 PLC walk throughs have allotted time for collaboration and conversation with teachers regarding advancement of instructional strategies. Feedback is given and conversation engages openness and implementation of relevant practices.			
	Sustainability	3/21/2022 Sustained PLC's that allow for cross content collaboration, relevant and thoughtful feedback from the principal as well as other instructional leaders, consistent communication amongst instructional leaders and administration to ensure student success.			
	KEY **D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			No Development 10/25/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:				**Dr. Jonathan Brooks**	**06/30/2026**
Actions			**3 of 4 (75%)**		
	10/20/25	Used Restart budget flexibility to purchase MCL's and EIT's in the 24-25 SY	Complete 06/10/2025	Dr. Jonathan Brooks	06/10/2025
	Notes:				

10/25/24	Restart Funds will be used to support the salary of an instructional coach who will develop beginning teachers.	Complete 10/01/2024	Latoya Shoffner	10/01/2025
Notes:				
10/25/24	Our school has partnered with Operation Xcel to provide day and after school tutoring to students in our lower right achievement quadrant. The intervention cycle will be aligned to MTSS.	Complete 06/10/2025	Dr. Thomasina Hayes	06/10/2026
Notes:				
10/15/24	Within the 2025-2026 school year, our school identified mental health supports as a resource inequity. As a result, our school plans to mitigate this inequity by partnering with GCS to secure school-based mental health therapist and participation in the SAMSHA pilot grant.		Dr. Thomasina Hayes	06/21/2026
Notes:				
Implementation:		10/02/2024		
Evidence	10/2/2024			
Experience	10/2/2024			
Sustainability	10/2/2024			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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:			The Hairston MS will offer content specific Professional Development in ELA (Imagine Learning), Math(Open-Up Math), and Science (STEMScope). Common planning is in place for data analysis during our weekly meetings in Professional Learning Communities. Additionally, we analyze data in our School Leadership Team and Instructional Leadership Team meetings.	Limited Development 08/03/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will be operating at a high level of efficacy. Data will be used to drive the decisions for teaching and learning. The professional development sessions will be designed to build teacher capacity and improve instruction through IB, Inquiry Based Learning/Project-Based Learning, Digital Media, Social Emotional Learning (SEL), and Restorative Practices.		**Vernee Rogers**	**06/05/2026**
Actions				**0 of 9 (0%)**		
10/25/24			Our instructional leadership team will host district content area experts for an in-house Hairston specific PD.		Vernee Rogers	11/30/2025
Notes:						
11/1/21			Teachers will hold student conferences to discuss class and district assessment results.		Marthaiel Grinton	02/01/2026
Notes:						
10/10/16			After school tutoring for math, reading and 8th grade science will be aligned with curriculum standards to support diverse learners.		Marthaiel Grinton	05/25/2026
Notes:						
10/10/16			Restorative Practices using Community circles in the classroom and staff members to improve student achievement.		Kyerra Harris	05/30/2026

Notes:				
8/3/16	Teacher will create and monitor Professional goals aligned to students achievement and professional growth.		Kyerra Harris	05/30/2026
Notes:				
10/10/16	Instructional round schedule will be developed for coaching to support and provide professional development on best practices to impact student learning.		Vernee Rogers	05/30/2026
Notes:	Mr. Freeman will develop instructional rounds schedule for instructional walk-thrus.			
10/25/22	Used Restart and Title I flexibility to support a lead teacher that facilitates instructional PD aligned to our project-based learning objectives.		Quenella Smith	06/01/2026
Notes:				
11/7/22	MCLs will collaborate with curriculum coaches to identify student achievement trends in relation to curriculum implementation.		Nicia George	06/01/2026
Notes:				
9/12/18	Members of the Instructional Leadership team will conduct weekly observations to establish research based action steps for consistent instructional improvement.		Marthaiel Grinton	06/15/2026
Notes:				
Implementation:		06/26/2023		
Evidence	6/19/2017 The students used Carnegie Math data to drive instruction during the time frame it was used. All Math I students were proficient on the Math I End of Course Test. The teacher networked with the district level Math Curriculum and math colleagues at another school. ERG Guided Math representative, administrators and professional learning observations were conducted in order to provide instructional feedback on best practices and offered strategies for success.			
Experience	6/19/2017 The teachers reported that using the program was time consuming. The students knew the mathematical process but experienced difficulty navigating through the system because Carnegie had a specific way the math problems needed to be entered into the system. The teacher collaborated with another colleague at another school in the district.			

Sustainability	6/19/2017 In order to sustain the teacher's efforts more professional development would need to be provided for the teacher in order to sustain her efforts for using Carnegie Math.			

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
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 have developed an MTSS team and we are priorotizing consistent implementation of interventions across all tiers. Our school's Students with Exceptional needs is an emergent area. Our EC students consistently perform below their peers. Our EC numbers are fairly high and our EC teachers need intense support. Conversely, our AIG students are currently experiencing negative growth. Our teachers continue to need support to push our highest students and create positive growth for these students. The full implementation of this indicator will be demonstrated by the developement of a MTSS team and we are priorotizing consistent implementation of interventions across all tiers. A tutors have been hired to assist with target students. The current tutor support supports all grade levels in math and ELA. Students receive in class support based on their needs.	Limited Development 09/14/2016		
How it will look when fully met:	Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be "at-risk" , will receive supplemental interventions, with progress monitoring, that follow standard treatment protocol. If students are considered to be a non-responder to interventions, they will receive tier-based interventions as well.		**Charlie Smith**	**06/05/2026**
Actions		**0 of 6 (0%)**		
10/8/20	Instructional leaders will monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).		Nicia George	05/25/2026

Notes:				
10/26/21	Incorporating SEL strategies and culturally relevant curriculum to build student repertoire and relationships through PLC meetings.		Alana Hughes	06/09/2026
Notes:	Funded by IPG and Title I New target date set for 06/09/2022. Consistent lesson planning to incorporate SEL, anti-racist teaching and CRC occurs weekly in PLC meetings. This is a continuous goal to occur through the end of the school year.			
10/26/21	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings.		Latoya Shoffner	06/09/2026
Notes:				
10/26/21	School leadership will monitor effectiveness of supplemental and intensive processes and programming using the forms provided by Psych Services.		Charlie Smith	06/09/2026
Notes:	Target date extended to end of year. We are solidifying structures of MTSS which includes incorporation of several internal stakeholders to address data and monitor systems thereby meeting the needs of all students (specifically those in tier 2) to improve student achievement and success. Dr. Wade has been instrumental in providing suggestions.			
10/25/24	Our MTSS Team and IPS team meets monthly to discuss data and advance students through the supplemental support referral process, if needed.		Kyerra Harris	06/10/2026
Notes:				
10/25/22	Used Title I funds to support MCL and EIT salary and differentials.		Dr. Jonathan Brooks	06/30/2026
Notes:	This strategy was implemented in both 21-22 and 22-23 school years.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
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:	All staff will be trained in Restorative Practices. We have employed a Social Emotional Learning Coach through the Innovative Partnership Grant and Culture Keepers to serve as our coaches based on the SEL strategies provided through the partnership with RTI. Continued implementation of PBIS. The team meets monthly to discuss current implementation, programs and rewards programs.	Limited Development 08/17/2017		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When effectively implemented there will be a significant decrease in out of school suspension. Student rates of absenteeism will decrease and our overall school culture will continue to improve as students look forward to coming to school.		**Charlie Smith**	**06/30/2028**
Actions		**1 of 2 (50%)**		
10/25/24	All staff will be trained and receive refresher PDs on CHAMPS, which is a classroom management protocol.		Nicia George	01/30/2026
Notes:				
10/23/23	Use Restart budget flexibility to helpd fund 50% of Lead Teacher/Instructional coach position who supported both Reading and Math instruction.	Complete 06/30/2023	Dr. Jonathan Brooks	06/30/2026
Notes:				
Implementation:		11/01/2023		
Evidence	10/16/2023 As a staff we have grown and watched the connections made between student and staff alike through the programs implemented. There has been a decrease in loss instructional days.			
Experience	10/16/2023 Staff members were required to recieve training throughout the school year in order to fully implement the objective of said standard.			
Sustainability	10/16/2023 The staff is expected to differentiate according to the culture of the school making sure to reach all student body.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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:			Our school is currently implementing P.B.I.S (Positive Behavior Intervention System) and Restorative Practices. The PBIS Committee is creating school-wide expectations that will be uniform throughout the school. It is expected that staff members work to establish positive relationships with all students. A Social Emotional Learning (SEL) Coach has been employed through the Innovative Partnership Grant to and Culture Keepers (CKs) who are employed through Title I funding, serve as our coaches for practicing Social Emotional Learning strategies developed through our partnership with RTI. Our school support team (social worker and two school counselors) will lead a team that is designed to address chronic absenteeism.	Limited Development 08/03/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When effectively implemented there will be a significant decrease in out of school suspension. Student rates of absenteeism will decrease and our overall school culture will continue to improve as students look forward to coming to school.		**Dr. Thomasina Hayes**	**06/10/2027**
Actions				**0 of 4 (0%)**		
10/10/16			Student Service Team will collaborate with administrators to ensure support for students and staff members are aligned on an on-going basis.		Chenay Kelly	01/02/2026
Notes:						
10/10/16			Individual Student Service Center will use Reflective Practices methods associated with students' social and emotional needs in the classroom.		Chenay Kelly	05/30/2026
Notes:						
10/10/16			Identify and target counseling for students that need emotional and social support.		Chenay Kelly	05/30/2026
Notes:						
10/25/22			Use Title I funds to support field trip experiences to colleges and content-aligned attractions.		Dr. Thomasina Hayes	06/30/2026
Notes:			All students are given an opportunity to attend these field experiences.			

Implementation:		11/06/2023		
Evidence	6/19/2017 Staff members have received training on as indicated in the notes and minutes of the School Leadership Meetings. 3/21/22 Hairston's SEL coach continues to provide PD's targeted at infusing SEL into the curriculum. She has developed lessons as well as an incentive program for the teachers who are effectively implementing SEL in their classrooms. She conducts walkthroughs and uses the data to plan for additional PD's.			
Experience	6/19/2017 Addressing the social/emotional needs of stakeholders has been successful but we know that there's still work that needs to be done. The experience has been an eye opener as we accommodate the needs of our students.			
Sustainability	6/19/2017 Hairston Middle School will continue to monitor and address some of the indicators by continuing to provide professional development to all staff members in order to meet the social/emotion needs of all stakeholders.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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:			Hairston Middle School will provide families with additional online curriculum materials and resources that will support student learning at home and school related events such as Curriculum Night and Title I. We will create opportunities for parents to come in or meet virtually to learn about strategies that will help their students succeed and increase their achievement levels. We will also give parents the opportunity to hear from their students what other resources they may need in order to be successful.	Limited Development 09/06/2016		
How it will look when fully met:			Once fully implemented, The Hairston parent community will consider the school as a reliable resources for not only educational needs for their students but also assistance with personal needs for the family.		**Dr. Thomasina Hayes**	**06/30/2027**
Actions				**0 of 6 (0%)**		
		10/25/24	Hairston will host an Innovative Science Family Night in the Fall of 2025, in order to engage current and potential families in our new choice magnet focus.		Latoya Shoffner	11/15/2025
		Notes:				
		10/25/22	Use Title I funds to support a Title I Curriculum Night to inform parents about our Project based learning emphasis, IB, and how we plan to use Title I funds.		Quenella Smith	05/01/2026
		Notes:	Use 25-26 Funds to support curriculum night: involved Paint-N-Take, Kona Ice, Latin food truck, community resources.			
		10/26/21	Hairston Middle School will host parent engagement events. We will use Title I funds to offer meals and instructional resources to families.		Quenella Smith	06/09/2026
		Notes:				
		10/26/21	Parents will be contacted by teachers, administration and support staff to discuss attendance, work completion, current grade, and process for completing missing work.		Deidre Williams	06/09/2026
		Notes:	This is an ongoing task, that will continue until the completion of the school year			
		7/29/25	Team will meet during the summer to determine events for the next academic year.		Charlie Smith	08/30/2026
		Notes:				

11/6/23	Use Title I parent set-aside funds to purchase food and PD/Training for Curriculum Night in late November.		Quenella Smith	11/30/2026
Notes:				