

Comprehensive Progress Report

Mission: The mission of Elkins Middle School is to provide an equal opportunity to excel academically, and to promote the emotional, physical, and well-being of each individual.

Vision: The vision of Elkins Middle School is to support the development of Knowledgeable, responsible, and compassionate individual who actively contribute to their ever-changing world.

Goals:

Our goals: - Our leadership team will inform our staff of the indicators the team has chosen to gain their input when developing our School Improvement Plan. - Our leadership team will evaluate the chosen indicators and share the findings with the staff. -The middle school will follow the leadership of the district level improvement plan. -The overall objective of the middle school is to provide a safe and welcoming environment for students, faculty and parents/guests. We want to promote academic achievement for individual growth based on the current ACT Aspire Summative test or other measures.

The faculty will follow the district requirements of the curriculum coordinator who continuously remains current with the Arkansas Department of Education. The Year 2019-2020 the district will participate in the RISE and Essential Standard requirements in staff development. Professional staff development will be completed over the summer of 2019.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			This will be an ongoing process. The leadership group discussed priorities after each visited with the PLC members. The whole faculty came to the conclusion that these were priorities for student learning: I.Varied Teaching Strategies, II. Classroom Management (keeping students on task and time management), III. Technology with teacher support and troubleshooting experiences. Discussion about technology intergration was a future goal of our school. The principal agreed that these would be easily observed.	Limited Development 11/18/2015		
<i>How it will look when fully met:</i>			1. Varied Teaching Strategies and Classroom Management will be measured and determined by our school principal. The needed areas will be addressed with each faculty member as deem appropriate for professional development and Professional Growth Plans (PGP). The principal will use his TESS evaluations, classroom observations, building walk throughs and his own leadership insight to monitor this plan. Only general reports will be provided to the leadership group. His notetaking reports may be shared once in the fall and once in the spring. A list of professional development per faculty member may be used as part of this report. 2. The faculty was asked to list personal needs and also future needs for technology usage. The original list of requests is maintained with Aaron Clark. The group will create a tally of the most requested areas and try to gain some technology training with our own technology staff through professional development and early out days. The leadership group will share the priority list with administration and technology staff to seek funding for equipment needed. If funding opportunities are permitted then a timeline and special training will be scheduled.		Aaron Clark	08/20/2022
<i>Actions</i>				2 of 3 (67%)		
	3/28/16	Mr. Denzer will do building walk throughs, classroom observations, and TESS. He will give general reports to the leadership team as to the progress of our faculty to meet professional development needs. The overriding needs include varied teaching strategies and management of time in the classroom. He will report to the leadership team once in the fall and once in the spring.		Complete 01/25/2017	Steve Denzer	05/31/2016

Notes: This is left to the professional judgment and TESS guidelines. The principal notes are the documents needed for this task.

In the Fall of 2016, Mr. Denzer shared his walk through observation notes with the leadership group. These were some of the shared findings: different teaching styles, different classroom management, technology usage, student interactions, cooperative learning, oral presentations; prompt and prepared lessons including bell ringers and breakfast grab and go in the morning; managed group assemblies (pep rallies, spelling bee, honors assemblies, guest speakers, managed and organized safety drills; clean and safe building; the faculty assumes all duty stations without corrections. If he could improve any aspects of student learning it would be to not have shared faculty between the high school and elementary and to have a middle school schedule that had students meet each day (50 minutes). Mr. Denzer noted that walk through was not the time to do faculty correction for this was done in private or during his TESS meeting after observations. Since this is a routine for our principal. This report is typical of the walk through year after year and of his current faculty; therefore, this task is complete.

1/27/17 3. There will be a survey presented to the faculty and students in February 2017 to evaluate the use of the new technology that was introduced this school year such as the EZ TECH, Math-Classworks, student ChromeBooks frequency of use.

Complete 03/10/2017

Laura Hesse

02/28/2017

Notes:

3/28/16 The list of faculty technology needs will be available to the leadership team and the principal. There will be a list of faculty technology priorities. Use of the professional development hours and early out days will be documentation for this indicator. Each faculty member will share his/her professional development hours showing training in the area of maintaining classroom management, varied classroom instruction and technology.

Aaron Clark

08/24/2020

Notes: Mr. Denzer and Mrs. Wheeler provided information about professional development requirements for the Professional Growth Plan and stated the required 3 days during the summer. A list of possible workshops available during the summer was announced and also technology opportunities offered by our technical staff. All of the summer workshops are free to our Elkins faculty. Mr. Denzer also explained how our district provides numerous days of required professional development during the year. For the summer 2019 teachers are required to do professional staff development in Reading. Paula Wheeler gave each teacher the requirements for the academic area. RISE is the program emphasis. This is the priority this year. There are other programs for student growth noted in the curriculum areas.

Core Function:			School Leadership and Decision Making			
Effective Practice:			Expanded time for student learning and teacher collaboration			
		IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date

Initial Assessment:	2016-2017--Under School Leadership and Decision Making-Aligning the principal's classroom observations with evaluations criteria and professional development, there are three indicators IFO2, IFO6, and IF11 that are similar. IFO2 is dependent on the principal's observations; IFO6 is dependent on the teacher choices based on classroom observations; and IF11 is dependent on ongoing, job-embedded and differentiated professional development. For extended student learning, the student schedule has Elk Hour which includes time for enrichment, remediation, extra assistance with homework, and test preparation. Students are also in a scheduled time of Math tools which provides extra assistance with math problem-solving. There is available tutoring for morning and after-school instruction. Tutoring is free to our students. Our administration seeks highly qualified faculty members who assist with collaboration through departmental meetings and PLCs. Our district has the TESS program for professional growth which covers IFO2 and IFO6. Our leadership team states that there are issues with different skill levels in the use of technology. For our classrooms to have the best setting for lessons that meet the needs of middle school students, more technology use is needed with different levels of strategies. These are some suggested ideas from the group. These will be discussed during PLC meetings. 1. Check for practices and best methods among our faculty. 2. Survey the faculty list for needed areas of improvement. 3. Seek assistance from the technology department for troubleshooting. 4. Hope in the future for a technology specialist to be assigned to our middle school. 5. Seek a list of professional development needs among faculty, such as google docs, guardian, and other resources for teaching and student performance. 6. Share ideas for monitoring the use of the technology carts and who uses these. Does each building have access to carts when needed? 2018-2019 school year--requirements have been directed through the Arkansas Department of Education for teachers to have training in RISE and Essential Standards. Our faculty is using online programs to seek the best methods to improve instruction in math and reading.	Limited Development 02/02/2016		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Aaron Clark did a survey of the faculty to see what technology needs were requested. Laura Hesse did a survey of the usage of technology purchases. Carts have been purchased for all the sixth-grade classes in 2017. All seventh and eighth-grade students have a one-on-one use of a computer for classroom instruction. Technology instruction was offered to our district faculty during the summer of 2017. During a faculty meeting in March 2018, a list of professional development needs for technology was requested of the faculty. Our district curriculum coordinator requested a list of needs that may be purchased over the summer. 2018-2019 The district has purchased online math and reading programs which enhance learning and test-taking skills. The faculty is able to do pretests and posttests. Student progress is monitored and evaluated ongoing. Students are involved in their own progress.			Amy Camp	06/10/2020
Actions			3 of 4 (75%)		
3/29/16	Proofreading of the Indistar documents and assisting Ms. Drake and the leadership team with reminders of times, chores and meeting agendas as needed.		Complete 10/05/2018	Amy Camp	05/26/2019
	<i>Notes:</i> It is most helpful to have a person knowledgeable about the Indistar program. The current design of the middle school plan has divided responsibilities among its members, so it will be most helpful to have another eye and assistance to the tasks of the group. Ms. Camp is known as our cheerleader, and therefore can motivate our group to stay focused on the tasks.				
3/29/16	Ms. Camp will make notes of each meeting. With Ms. Drake and others a checklist of tasks and timelines will be created to keep the leadership team focused on the progress of our plan. Ms. Camp will assist with the monitoring of the progress of the group. A calendar will be developed for the three years and outcomes will be noted on each.		Complete 10/05/2018	Amy Camp	05/26/2019

Notes: Ms. Camp will be reminding the leadership team of duties, timelines and chores. She will also record the progress of the group during the meetings by taking notes and marking off the checklist that will be created by the leadership team.

Fall 2016 the leadership group decided to focus on three overriding goals that include all indicators. These goals are Varied Teaching Strategies, and Classroom Management; Different use of Technology; and Student Academic Growth. There is a chart and calendar which displays this plan.

4/30/18 Each year the leadership group will seek a list along with the curriculum director and technology director of the district. The list will be presented to the appropriate director for review. The district level administrator will seek funds along with our principal.

Complete 10/05/2018

Amy Camp

06/10/2019

Notes: This list has been done for the year 2018.

4/5/19 For the 2019-2020 school year, the academic teachers will continue to monitor the progress of the individual students by using comparison scores for reading and math.

Steve Denzer

06/01/2021

Notes:

Implementation:

01/14/2019

Evidence

9/27/2017 Records of professional staff development; inventory of computers and visual search of computers and carts of computers; the view of the Indistar program-calendars and meetings; student schedules and lesson plans; notebooks of lesson plans including technology use. The district leadership (technology coordinator, curriculum coordinator, federal coordinator) our principal and our middle school leadership team assist in the implementation. Evidence of our plan is documented visually by the one-to computer in seventh and eighth-grade student access. There is a cart in each of the sixth-grade classrooms and also in the library. Our library has been remodeled with new technology. Our technology department is available to repair and assist with technical issues. The Actions listed are complete at this time.

<i>Experience</i>	9/27/2017 The Indistar program was new and there was no experience with the program. It was important to have another person knowledgeable of the process. Ms. Camp has been assisting Ms. Drake with organizing the forms and process within the program. Within Indistar program ongoing documentation has been presented. Our middle school has the same chairperson and major leadership team members. All meetings (faculty meetings, professional development sessions, TESS individual appraisal (confidential principal files), student assessments, groupings, pretests, posttests, PLC meetings, and Team Leadership meetings have hard copy documentation on file.			
<i>Sustainability</i>	10/5/2018 The chairperson has been maintained throughout the years. The proofreading, times, schedules and reminders are part of the role of each leadership member. Each member participates in the process and has input. This continues and has become a natural process of the group.			

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Engage teachers in aligning instruction with standards and benchmarks			
		IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Content area units are insufficient and teachers are needing guidance. There is a need for communication across all grade levels to support decisions of chosen standards within the units. Teachers have not had time to have assurance as to their choices for lesson plans and student learning. In the spring of 2018 our curriculum director, Paula Wheeler shared the Springdale School District website of the "Race to the Top" Curriculum work that was created out of their grant. For each grade and academic area, the district has prepared lesson plans, coded the lesson to the state standards and assisted the teacher with test examples and goal expectations. Our teachers were able to view each area by grade and share comments with other teachers. Ms. Wheeler guided the faculty through the lessons and also shared the contact person who worked on the projects. The faculty evaluated the lessons plans as beneficial. In the fall of 2018, Ms. Wheeler explained how the ADE calculated the scoring of the growth of students in the ACT Aspire Summative. 2018-2019 Ms. Wheeler introduced the requirements of RISE and the Essential Standard requirements. She is guiding our faculty through these requirements. At this date, our faculty is following the directions of the district curriculum coordinator to remain current with the ADE timelines. Ms. Wheeler is also assisting our faculty with dates and training. 2019-2020 Our leadership team will follow the leadership of our district federal coordinator and our curriculum coordinator. Review of our progress will be ongoing. Mr. Denzer will review the program and monitor the progress of our leadership team and assignments for our School Improvement Plan.	Limited Development 01/21/2016		
-----------------------------------	---	---	--	--

How it will look when fully met:	2016-2017-Lesson Plans reflect specific standards of the Arkansas Frameworks in each academic area. Each teacher maintains a notebook of collected lesson plans with noted standards. During early dismissal days or before school in-services, academic content areas teachers meet and view overriding weaknesses and strengths of students groups and grade groups (vertical alignment) within school level and also district levels. The leadership group will provide a schedule per year and the time frame for ongoing discussions. This will need support from school building administration and district level administration. The focus of this plan will be to streamline the lesson plans, standards, teaching strategies, and needed materials to support student learning. State assessments will show performance and growth in student learning. Each year the group will disaggregate the results for curriculum and instructional strategies. 2017-2020 These above requests have been fulfilled with ADE requirements and district level. This is an ongoing work in progress and requires leadership at the state, district, and school level. The middle school is a one teacher grade-level academic leader. The growth of an academic area is dependent on a strong teacher affecting a total group of grade level students, e.g. the seventh grade English teacher has all the seventh graders. The curriculum he/she chooses matters to all seventh graders and is represented in all reports on those students in the area of writing, reading, and English.		Gina Sickmiller	06/05/2020
Actions		4 of 6 (67%)		
3/15/16	The middle school leadership team is collecting curriculum and pacing guides from surrounding districts. These documents will be reviewed and pull out appropriate skills corresponding to their curricular needs. It was noted by the group that science and math standards will need to be reviewed at such time the district receives the new standards.	Complete 10/05/2018	Gina Sickmiller	06/04/2018
Notes:	The grade level teams have been meeting and each academic area will have a curriculum guide with pacing guide gathered in the spring of this year. Each academic teacher has been provided time to work on this assignment.			
9/27/17	The middle school leadership team will review the ACT Aspire periodicals (classroom and interms). Testing language, content analysis, testing format, and student testing skills will be the focus.	Complete 12/07/2018	Amy Camp	09/01/2018
Notes:	This is an ongoing routine of the "back to school" process. The principal and the counselor review the test scores along with academic leaders. Our teachers want to know the results of their students.			

3/15/16	The middle school leadership team and all faculty will review the results of the ACT Summative which is our state-mandated test. With this process, the teachers will evaluate student progress and set goals for growth for the current school year. Strengths and weakness of group results and on individual student results will be evaluated. During this process, needed teaching strategies needed materials, and needed technology skills will be assessed for professional development or purchases.	Complete 04/05/2019	Gina Sickmiller	05/19/2020
<i>Notes:</i>				
1/30/19	Supplemental programs have been added to the curriculum for math and reading. New math enrichment program--Imagine Math which provides fact fluency and games to improve basic math skills through technology. NewsEla will help with reading skills. There is a new trial program called Reading Plus which will help with reading. Math QuEST is also being reviewed.		Amy Camp	06/01/2020
<i>Notes:</i> The intent of these programs is to view individual scores and provide guidance to the student and teacher of baseline scores and then growth scores of the individual and the grade group.				
3/15/16	The middle school leadership teams have determined that after the curriculum and pacing guides are collected, the middle school staff will horizontally align this material to each grade level and each content area.	Complete 10/05/2018	Gina Sickmiller	06/01/2020
<i>Notes:</i>				
4/9/19	Ms. Wheeler has a template that will be shared across the K-12 teachers. This is provided in a google doc. file and can be viewed by all members. Ms. Wheeler will review this file and share with the principals.		Paula Wheeler, Curriculum Coordinator--Elkins Dist	08/01/2023
<i>Notes:</i>				

Core Function:	Classroom Instruction
Effective Practice:	Expect and monitor sound instruction in a variety of modes

		IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			A document will be created in each grade level and academic area to show evidence of standard alignment, curriculum, instruction, and assessment. The document will include teacher lesson plans, calendars, professional development, list of resources and examples of student assignments and assessments. Alignment with previous grade level, current grade level, and next grade level provides the teachers with sequential support for student learning. 2019-2020 The above implement efforts will continue.	Limited Development 01/21/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	2017-2018--Each grade level teacher will have a pacing guide; reference to Arkansas Standards; curriculum guides and lesson plans. Each grade level teacher will have building visits with other persons in his/her academic areas about student performances. Each grade level teacher will review the spring assessment results and make a list of the strengths and weakness of the former class group. These will be shared with the department, so as to determine accelerated areas and remediation areas of the grade group. This will be a yearly routine. After the first year of development, then the middle school building will meet with the elementary to share findings. Then the middle school building will share information with the high school. Communication between grade personnel and building personnel will be documented. 2018-2019 The middle school will follow the leadership of Ms. Wheeler, the district curriculum coordinator. 2019-2020 The middle school will continue to follow the leadership of the district leadership team--Federal Coordinator and Curriculum Coordinator.			Hailey Smith	06/30/2022
Actions			5 of 7 (71%)		
3/29/16	Discussion with other building level administrators as to the need of this goal across the district. If other principals concur, then it would be helpful for setting aside time to be arranged for discussion, especially if math teachers can visit with other math teachers (K-12); if science teachers can visit with other science teachers (K-12); English teachers with English teachers, etc. Since our district is small and each grade level teacher is responsible for the student growth in each academic area of his/her assignment, the district population would benefit from the communication of grade to grade level faculty discussions. Confidence in the curriculum development and faculty knowledge of grade level responsibility will benefit our student learning and student confidence too.		Complete 10/05/2018	Steve Denzer	06/01/2018

Notes: This goal will be difficult at first because each level teacher needs assurance that his/her ability is not the issue. This goal will assist the growth of our curriculum throughout the district and the teacher will not be alone to maintain all the responsibility of student performance. This is a team building goal to create curriculum alignment and the outcome and its intent is to share, shine, and acknowledge the talents among our faculty.

In the early dismissal days 2016-2017, our district has introduced a program called Empowering Writers which is introduced across the curriculum. Writing was a weakness across our district which was viewed in our ACT Aspire Scores-the current 7th graders scored 44% compared to the AR 42% and Nat 42%; the current 8th graders scored 39%, compared to AR 28% and 26% Nat; current 6th graders scored 5%, compared to AR 20% and Nat 26%. Last year 8th graders scored 34% compared to AR 23%, and Nat Nat 26%. There are two variables that may increase our scores on the ACT Summative next year: there will be an increase of approximately 10 minutes and the introduction of Empowering Writer across the curriculum.

3/29/16 Shared time and discussion would benefit our faculty in gaining confidence with curriculum through studying standards and pace guides. Meeting time will be set aside to provide this opportunity for the faculty.

Complete 10/05/2018

Steve Denzer

06/01/2018

Notes: Please be an advocate for support of set aside time for faculty. Provide curriculum professional development per academic area for these studies. Seek assistance from the Curriculum Coordinator and Federal Aid Coordinator.

3/29/16 In year two, the academic teachers will begin to communicate with other level academic teachers. Suggestion will be the high school then the elementary. If the middle school would meet with the elementary first then gaps will be created between the eighth grade and ninth grade. Curriculum development must be lead by the high school academic areas because their plan must meet percentage of students who graduate, attend college and have career ready skills. These goals can not be accomplished by the high school alone. Middle school level makes great strides in high school readiness. High expectations must be accomplished by the structure of curriculum development, faculty communications, and time spent on tasks.

Complete 10/05/2018

Steve Denzer

06/01/2018

Notes: Gain support from high school, curriculum coordinator and federal coordinator. This can not be just a middle school goal.

3/29/16	After the first year and teachers are confident in each grade level curriculum plans, then, a shared time will be arranged so the teacher may meet with the middle school level teachers in each academic area.	Complete 10/05/2018	Steve Denzer	10/01/2018
<i>Notes:</i> For the first year the focus will be for the grade level subject areas, then the process will include the grade level above and below. The goal is for the middle school level to be complete the first year.				
3/29/16	Each teacher leader in subject groups per grade will gather pacing guides, curriculum guides, and sample lesson plans. These may be examples from other school districts or ADE documents.	Complete 10/05/2018	Laura Hesse	05/23/2019
<i>Notes:</i> At the beginning of the school year and at the end of the school year, each teacher will work toward this outcome. There needs to be a reminder in advance that this is an expected goal.				
4/29/19	Each academic teacher in grades 6,7,8-English, Math, Science--will choose 5 students in the areas of Ready, Close, Need of Support in the 2018 Spring Summative ACT Aspire test. These students will be identified by the teacher of the teacher's choice in the areas of English, Reading, Writing, Math, and Science. It is the goal to see if these students made any progress in comparison from one year to the next. The outcome will be simply measured by category. If 3 of the 5 in each category showed positive growth, then the group is positive, e.g Int he area of Ready if 3 of 5 students showed growth then there is a positive measure.		Debbie Drake-Gordon	09/20/2019
<i>Notes:</i> This will be a one year research and will be reviewed by the leadership committee.				
4/5/19	The middle school faculty will follow the leadership of the district curriculum coordinator who maintains current information from the ADE. She is currently working with our faculty to gain professional staff development hours in RISE and Essential Standards requirements. Mr. Denzer is working with the faculty to gain the individual professional staff development hours.		Steve Denzer	06/01/2020
<i>Notes:</i> Since 2016 all the previous goals such as seeking time and assistance to align standards, curriculum, instruction and assessment have been supported by our district leadership as requested. With the leadership of our district federal coordinator, curriculum coordinator, our superintendent, principal, and board, plus the ongoing communication with the Arkansas Department of Education our School improvement Plan seems to parallel with the district and state goals; therefore, systemically and hopefully uniformly will improve our student academic growth.				
Implementation:		04/05/2019		

<i>Evidence</i>	4/5/2019			
<i>Experience</i>	4/5/2019			
<i>Sustainability</i>	4/5/2019			