

Comprehensive Progress Report

Mission: Ardis Ann Middle School is committed to excellence in all we we through innovative, inspiring learning experiences.

Vision: Ardis Ann Middle School strives to lead learning through innovation, collaboration and dedication.

Goals: The number of students meeting their projected growth goals on the Measure of Academic Progress (Map) assessment will increase by 10% when fall to spring Map data is compared.



! = Past Due Objectives KEY = Key Indicator

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
<i>Initial Assessment:</i>		Students identified as struggling in math or literacy will be targeted to receive extended learning time by adjusting their schedule during the week and/or by inviting them to an after school program. Students identified as struggling in literacy can be seen by their literacy teacher during their PE period up to 4 days a week (tier II intervention) or by a literacy interventionist (tier III intervention) during their PE period or during their extra elective classes. Students identified as struggling in math can be seen by their math teacher during their PE period up to 4 days a week (tier II or tier III intervention) or during an after school intervention program. Expanded time for teacher collaboration has been created by scheduling students for 1 encore class every day (art, music, keyboarding) AND 1 period of P.E. every day. This allows all classroom content teachers to have a common collaboration time with their content PLC Team every day and a common collaboration time with their interdisciplinary team every day.	Limited Development 10/22/2015		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		This objective will be fully met when students are being identified as struggling in math or literacy and are being scheduled to meet with their content teacher, an interventionist or are a part of the after school intervention program. The information that will provide evidence of being fully met will include a roster of students who have been identified as struggling and how their learning time has been expanded.		Reid Pierce	05/31/2020
<i>Actions</i>			3 of 6 (50%)		
	8/28/17	Literacy teachers and literacy interventionists will screen all students to identify struggling students and their deficit areas.	Complete 09/10/2019	Vanessa Gibson, Danielle Stewart	09/08/2018
<i>Notes:</i>					
	8/28/17	Students identified as struggling in math and/or literacy will be scheduled to be seen by their math and/or literacy teacher during their extra PE class period or encore period to receive additional time and support in their deficit area.	Complete 09/10/2019	Reid Pierce	09/08/2018
<i>Notes:</i> The students in this group will constantly be updated based on their progress and the content being taught in their math class.					

11/27/18	Students identified as struggling in math and/or literacy will be scheduled to attend the after school intervention program to receive additional time and support in their deficit area.	Complete 11/01/2019	Amy Rengers	10/31/2018
<i>Notes:</i>				
11/27/18	Evaluate testing data for student achievement and growth to determine the effectiveness of the extended student learning programs.		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>				
12/7/15	Literacy teachers and interventionists will be monitoring student growth using a progress monitoring form to determine if interventions are being successful.		Reid Pierce	05/31/2020
<i>Notes:</i>				
9/10/19	All certified teachers will complete training in the R.I.S.E. (Reading Initiative for Student Excellence) initiative that seeks to establish the importance of reading in homes, schools, and in our community.		Marilyn Gilchrist	06/01/2020
<i>Notes:</i>				
Implementation:		11/12/2018		
Evidence	11/12/2018 The school as a whole received recognition for being in the top 6-10% of schools in the state for achievement on the spring ACT Aspire test. Building wide MAP growth for 5th and 6th grade students who received intervention in reading showed higher growth than the rest of the student population. MAP growth scores for 5th grade students receiving intervention in math scored show they scored within 2 points of the rest of the student population and 6th grade students were within 1 point of the rest of the population. These groups are usually much farther behind in their growth scores.5/31/2018			
Experience	11/12/2018 The work related to completing this goal was a school wide effort that resulted in a large portion of students receiving extra time and support to reach learning goals. In addition to seeing encouraging student learning growth, the work also raised staff morale.5/31/2018			
Sustainability	11/12/2018 The work that was started through the implementation of the program that was used to meet this goal, will require teachers to continue to identify students with learning gaps and to find extra time to provide extra support to these students. The school will work to continue the after school program that was created to provide much of this extra time and support.5/31/2018			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIC05	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In order to create an engaging classroom environment that addresses students of all backgrounds and ability levels, teachers will employ a variety of instructional modes (whole-class, small group, computer-based, individual, homework, etc...). For the 2019-2020 school year, a school wide effort will be made to implement the Focus Five Arts Integration curriculum in all classrooms to help students improve their self control (body, mind, emotions), concentration and collaboration. (TESS 3c)	Limited Development 09/10/2019		
How it will look when fully met:		When fully met, teachers will be knowledgeable of and comfortable with implementing multiple instructional methods to address students of all backgrounds and ability levels. Classroom walk through data collected by building administrators and content specialists can be used to determine the level of implementation and use of different instructional methods.		Reid Pierce	05/31/2020
Actions			0 of 1 (0%)		
	9/10/19	Review classroom walk through data regarding various instructional methods being used in classrooms.		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			

	FE06	The school regularly communicates with parents (families) 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).(5500)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>The school produces a school wide newsletter that is distributed digitally to every household and in a hard copy when requested. This comprehensive newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization. In addition, each interdisciplinary team sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects). Each Tuesday, classroom teachers send home a student's "Tuesday Folder" that contains information about the school and completed classwork. Parents are asked to review the work that has come home and sign the folder before returning it to school. This two-way communication tool informs parents about the quality and level of work their child is producing. Twice a year, we hold parent teacher conferences. We have chosen a student led conference format where students showcase work they have been completing in their classes and share a self evaluation with their parents about themselves. Parents then visit with the teacher to address any questions or concerns. Lastly, the school has a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building.</p>	Limited Development 09/06/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Evidence that this objective is fully met will be in the form of survey created by the district and administered to parents and students that gather information from those stakeholders on the level of parent and family engagement. The results of that feedback will be shared with the leadership team and building staff.		Amy Heffington	05/31/2020	
Actions			0 of 4 (0%)		
3/14/18	Parent teacher conferences will be held to showcase student work and progress and to share a student self evaluation with parents. Teachers and parents will also visit to address any questions or concerns.		Marilyn Gilchrist	04/01/2020	

<i>Notes:</i>				
3/14/18	The school will maintain a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building.		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>				
3/14/18	Create and distribute a quarterly school wide newsletter to all households that provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization. (TESS 4c)		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>				
3/14/18	Each interdisciplinary team will send home a weekly newsletter to communicate expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects). (TESS 4b)		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>				
Implementation:		11/12/2018		
Evidence	11/12/2018 Weekly newsletters from teachers, quarterly school wide newsletters, school social media accounts, parent teacher conferences and weekly folders that are sent home with students are all evidence of extensive communication with families. Parent feedback solicited through an end of year survey showed that over 90% of parents agreed or strongly agreed that parent communication was timely and in many different forms.5/31/2018			
Experience	11/12/2018 Staff members regularly communicated with families regarding both the progress of their child and events hosted by the school. Multiple methods of communication were utilized.5/31/2018			
Sustainability	11/12/2018 Teachers and staff members will continue to use multiple methods of communication to inform families and stakeholders about student progress and school events.5/31/2018			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Prepare students for post-secondary options			
	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All rising 6th grade students and their parents are given information about pre advanced placement courses offered in the 6th grade. They are then given the opportunity to request pre advanced placement courses prior to the beginning of their 6th grade school year. Those course requests are reviewed when the master schedule is being created and students are placed according to their course requests. All 6th grade students will be scheduled to have at least one pre advanced placement course during their 6th grade academic year.	Limited Development 09/20/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Rising 6th grade students and their parents will have sufficient information about pre advanced placement courses offered in the 6th grade before they are asked to make 6th grade course selections. These course requests will then be reviewed when the master schedule is created and students placed according to their course requests.		Marilyn Gilchrist	05/31/2020
Actions			0 of 3 (0%)		
	3/14/18	Rising 6th grade students and parents receive information about pre advanced placement courses offered in the 6th grade		Marilyn Gilchrist	04/01/2020
<i>Notes:</i>					
	3/14/18	Rising 6th grade student course requests are considered when the master schedule is being created and students are placed according to their course requests.		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>					
	9/10/19	All 6th grade students will be scheduled to have at least one pre advanced placement course during their 6th grade academic year.		Marilyn Gilchrist	05/31/2020
<i>Notes:</i>					
Implementation:			11/12/2018		

Evidence	11/12/2018 Student schedules reflect that all students who requested pre-AP courses were placed in those requested courses. In addition, according to a change in school board policy, all 6th grade students were required to take pre-AP science.5/31/2018			
Experience	11/12/2018 Students and parents attended an informational meeting to learn about course options for the 6th grade. Course requests were then submitted and used to create the master schedule and student schedules for the upcoming school year.5/31/2018			
Sustainability	11/12/2018 This same, and any updated, information will continue to be communicated to students and parents.5/31/2018			

Core Function:	Student-Focused Learning
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Effective Practice:	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency
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	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We will implement a social and emotional learning program by adopting a Positive Behavior Interventions and Supports (PBIS) model. All staff members will contribute to creating school wide student behavior expectations across all settings. All staff members will then commit to positively reinforcing those expected behaviors. There will be school wide systems to reinforce positive student behavior daily, periodically and monthly. The purpose of this multi-tiered system is to improve the effectiveness and efficiency of the classroom learning environment.	Limited Development 09/10/2019		
How it will look when fully met:		When fully met, all teachers will be participating in reinforcing and recognizing positive student behaviors Students will also be aware of what the expectations are in each setting of the school environment. Data that will indicate implementation will be in the form of number of "tickets" that students receive, teachers use of the period "Shining Star" award. Additional data that may be used is office referral data.		Reid Pierce	05/31/2020
Actions			1 of 4 (25%)		
	9/10/19	Creation of Behavior Expectation Matrix	Complete 08/15/2019	Reid Pierce	08/15/2019
	<i>Notes:</i>				

9/10/19	Teachers distribute "Starbucks" to students who are exhibiting expected behaviors to positively reinforce their behavior.		Reid Pierce	05/31/2020
<i>Notes:</i>				
9/10/19	Teachers positively recognize students by awarding them a "Shining Star" for selfless acts that go above and beyond to have an impact on others.		Reid Pierce	05/31/2020
<i>Notes:</i>				
9/10/19	All students and staff attend monthly "Block Parties" where individual awards will be given by teachers to students based on effort and attitude in their classes.		Reid Pierce	05/31/2020
<i>Notes:</i>				