

Comprehensive Progress Report

Mission:

“OUR MISSION IS TO PROVIDE A SAFE ENVIRONMENT FOR ACADEMIC EXCELLENCE AND TO CHALLENGE ALL STUDNETS TO BECOME RESPONSIBLE 21ST CENURY CITIZENS, WHO ARE GLOBALLY COMPETITIVE”

Vision:

“MY FUTURE, MY RESPONSIBILITY”

Goals:

Students will understand and follow school and classroom rules and procedures.

Students will show improved growth in reading through an interdisciplinary focus on literacy.

Students will benefit from regular meetings of the Leadership Team to review effective practices.

Students will benefit from regular communication between the school and their parents/guardians supporting student learning both at home and at school.

Students will learn to manage their emotions through teachers' attentiveness to needs and arranging for supports and interventions when necessary.



Activity in the last 12 months

! = 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>		<p>Macon Middle School does not have a uniform classroom management plan. Our handbook outlines general information about schoolwide expectations which are covered in homerooms the first week of school. Seventh grade blocks determine incentives and consequences within their block for individual behavior such as Scholar Dollars and silent lunch. The eighth grade teachers have developed a faction system in which students are divided into houses. The students earn or lose points for their house based on their actions. The faction with the most points at the end of the grading period gets a reward. Repeated and/or more serious offences are handled through office referrals.</p> <p>Overall our classroom management works effectively for most students and teachers. However, our level of implantation varies depending on the individual teacher. For example, some teachers notice dress code violations quickly while others are paying attention to other things. Likewise, some teachers find awarding or removing faction points for behaviors cumbersome and/or unnecessary. These variations in our implementation caused the team to score this indicator as limited.</p>	Limited Development 08/22/2019		
<i>How it will look when fully met:</i>		All teachers will consistently implement the classroom management plans applicable to their individual group. Rules and procedures will be taught to both staff and students to better ensure consistent understanding. To determine that this objective has been fully implemented we will use documents outlining each group's classroom management plan, documents showing implementation of the plan, teacher records of students who receive rewards and consequences according to the group classroom management plan, records of administrative actions for office referrals, and In School Suspension records.		Scot Maslin	06/30/2021
<i>Actions</i>			0 of 1 (0%)		
	10/15/19	While we still have work to do on this indicator, we have determined it is not a priority at this time. We will reexamine it at the end of the 2019-20 school year.		Scot Maslin	06/30/2020
<i>Notes:</i>					

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>		<p>Macon Middle School currently has active, discipline specific Professional Learning Community teacher teams. These teams work on developing common instructional pacing guides, assessments, and instructional notebooks both paper and digital. Additionally, the seventh grade divides students into teams with common core teachers. These teachers work together on curriculum and classroom management. These teams effectively develop standards based units of instruction as evidenced by the school's performance on annual standardized testing.</p> <p>While the efforts of Macon Middle School's discipline specific teacher teams have been effective, room for improvement exists in the areas of vertical teams and cross curricular initiatives. End of Grade test score results (as of October 15, 2019) show overall growth in reading decreased indicating a need for an interdisciplinary focus on literacy.</p>	Limited Development 08/22/2019		

<p>How it will look when fully met:</p>	<p>Full implementation of this objective at Macon Middle School will include active, discipline specific Professional Learning Community teacher teams. These teams will work on developing common instructional pacing guides, assessments, and instructional notebooks both paper and digital. Additionally, the seventh grade will divide students into teams with common core teachers. These teachers will work together on curriculum and classroom management. The effectiveness of these teams will be assessed by the school's performance on annual standardized testing, common instructional pacing guides, assessment and instructional notebooks, and minutes from teacher team meetings.</p> <p>Likewise, vertical, discipline specific teams will work to create interconnected instructional pacing guides, assessments, and instructional notebooks both paper and digital to ensure the student's time at Macon Middle School has been effectively used to cover seventh and eighth grade instructional standards. The effectiveness of these teams will be assessed by the school's performance on annual standardized testing, common instructional pacing guides, assessment and instructional notebooks, and minutes from vertical discipline specific teacher team meetings.</p> <p>Finally, cross curricular initiatives will be undertaken to improve the performance of all disciplines when appropriate and/necessary. The effectiveness of these teams will be assessed by the school's performance on annual standardized testing, interdisciplinary instructional pacing guides and notebooks, and minutes from interdisciplinary teacher team meetings.</p>		<p>April Anderson</p>	<p>10/30/2021</p>
<p>Actions</p>		<p>3 of 8 (38%)</p>		
<p>10/21/19</p>	<p>Determine ways eighth grade English Language Arts teachers already address literacy.</p>	<p>Complete 10/21/2019</p>	<p>April Anderson</p>	<p>10/30/2019</p>

Notes: The 8th English department has implemented the following:

1. Shared Pacing Guide
2. Commonly taught themes
3. Common Homework
4. Common Pre-Assessment and Post-Assessment
3. Common Nonfiction Study Guide and Benchmark
4. Common Fiction Study Guide and Benchmark
5. Timed Readings every Friday from Common Core Progress Monitor book

See 8th grade ELA Pacing Guide, Non-Fiction Study Guide, Non-Fiction Test Level 1/2, Non-Fiction Test Level 3/4, Fiction Study Guide, Fiction Test Level 1/2, Fiction Test Level 3/4

10/15/19	Determine ways eighth grade Science, Social Studies and Math teachers already support literacy.	Complete 10/30/2019	April Anderson	10/31/2019
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Notes: Science

1. Students write terms and definitions each chapter.
2. Assign non-fiction articles to read (example: water pollution article).
3. Research paper "Fracking".
4. "Read Alouds" every chapter.

Social Studies - see uploaded Vocabulary and Primary and Secondary source lists as well as Social Studies Projects using these resources.

Math

Projects

- Create own word problem and show the solution (Pythagorean Theorem)
- Take a word problem and represent it in different ways (function, mapping diagram, graph, etc)

Word Problems reading/comprehension skills

- Underline important info
- Draw a picture
- Highlight question
- Reread question

Writing Prompts

- Describe how math is used in your favorite sport

10/15/19	Determine ways seventh grade Science, Social Studies and Math teacher already support literacy.	Complete 10/21/2019	Christy Barnett	10/31/2019
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Notes: Social Studies - Reading aloud (round robin)
 -Worksheets that require reading
 - Using primary documents
 -Read novels Animal Farm and Holocaust

Science - Use relevant articles in current science periodicals including Science News and Popular Science to incorporate for student reading and instruction.
 - Use Textbooks both for silent reading and classroom oral reading techniques and incorporate Guided Reading assignments to help students learn to identify key concepts.
 - Incorporate the teaching of reading strategies for non-fiction (pre-read by looking at headings, bold type and illustrations)
 - Help students understand that a science text is more of a reference material ... where they look up designated topics .. rather than a novel that they read straight through.

Math - Read and understand word problems

10/21/19	Determine ways seventh grade English Language Arts teachers already address literacy.		Christy Barnett	01/30/2020
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Notes:

10/15/19	Analyze eighth grade EOG test scores (when more detailed ones arrive) to determine areas for improvement.		April Anderson	01/30/2020
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10/15/19	Analyze seventh grade EOG test scores (when more detailed ones arrive) to determine areas for improvement.		Christy Barnett	01/30/2020
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Notes:

10/15/19	Determine ways eighth grade Science, Social Studies and Math teachers can support literacy to contribute to improved growth on the Reading EOG.		April Anderson	01/30/2020
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Notes:

10/15/19	Determine ways seventh grade Science, Social Studies and Math teachers can support literacy to contribute to improved growth on the Reading EOG.		Christy Barnett	01/30/2020
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Notes:

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>Macon Middle School uses MTSS as a framework to provide a tiered instructional system to meet the individual needs of all students. This model helps identify struggling students and insures supports are provided to help them become successful. These supports can be small changes made within the regular classroom, placement in an inclusion or resource classroom, intensive resource classroom or a self contained classroom. This model also insures students of higher abilities have access to advanced classes like pre-Algebra or Algebra.</p> <p>While MTSS provides the framework for instructional support, Thumbs Up meetings with the principal help keep staff informed of the overall needs of the student. Professional Learning Community teacher teams support teachers as they plan instruction for students across the tiers.</p>	Full Implementation 08/22/2019		

	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:			<p>Macon Middle School and Macon County Schools have worked for several years to implement strategies to attend to student's mental health needs as these have become more numerous and obvious inhibitors of academic success.</p> <p>At the school level, the school guidance counselor works with students one on one and plans to start small groups the spring. The school's principal holds Thumbs Up meetings periodically to let the staff know of students' issues effecting academic performance.</p> <p>The county has a partnership with Meridian, a local mental health provider. Meridian's licensed professional counselors or social workers provide mental health services to their clients during the school day. This insures students attend scheduled appointments and reduces the amount of time away from the classroom. Further, county agencies work together to determine and meet student needs. Regular at risk meetings occur including principals, the school social worker, student services coordinator, juvenile justice representative, school nurse, and school resource officer.</p> <p>While Macon Middle School has made progress meeting the mental health needs of students, these needs seem to increase every year. With the opioid epidemic in the community, more students come to school with trauma. Many grandparents raise these students and need support. Therefore, room for improvement exists. With the hiring of a new guidance counselor, the opportunity to approach things in new ways also exists.</p>	Limited Development 09/26/2019		
How it will look when fully met:			<p>Teachers will have gained a uniform understanding of the general mental health and social issues facing our students which impact their emotional health. They will also gain a uniform understanding of the procedures required to arrange for supports and interventions. Further, they will receive training on ways to be attentive to student's emotional states.</p>		James Taylor	06/30/2021
Actions				0 of 2 (0%)		
	10/30/19	Create and facilitate small counseling groups of students with similar issues.			James Taylor	02/28/2020
<i>Notes:</i>						

10/30/19		Conduct a schoolwide training for faculty and staff from the Reconnect for Resiliency program.		James Taylor	08/31/2020	
<i>Notes:</i> This will be during the workdays at the start of the 2020-21 school year.						
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>		<p>For students coming to Macon Middle School from Mountain View Intermediate School, staff of both school support students making this transition in a number of ways. First, a transition meeting(s) is held in which the administration from MVI shares information about and makes recommendations for students coming to MMS. This can include academic placement, needs of students in the Exceptional Children's program, behavior concerns and social/emotional concerns. In the spring before student start the seventh grade the staff at MVI brings students to MMS for a student lead tour of the building. Then in the fall the 7th students and their parents come to orientation the week before school starts. Before the school year starts seventh grade teachers are briefed about any concerns that have arisen out of the transition meeting in a Thumbs Up meeting with the principal.</p> <p>For students transitioning to Franklin High School from Macon Middle School, the staff of both school support their transition in the following ways. First, the students' eighth grade core teachers make recommendations in writing for placement in high school core classes. Transition meetings are held, especially between the Exceptional Children's departments to ensure continuity of service. Further, information about auditions, workout and tryouts for high school extracurricular activities are communicated with the eighth grade students in the spring so they can make those transitions as they deem appropriate.</p>		Full Implementation 08/22/2019		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		The Macon County School system has several support teams leading the efforts of individual schools including School Board Meetings and Principal/Leadership meetings who address general needs and concerns of the system. Other specialized committees or teams supporting the work of the individual schools include a Title I Committee, MTSS District committee, Autism Team and Behavioral Team.	Full Implementation 08/22/2019		
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:		Currently, we do not have Leadership Team meetings as outlined in the WiseWays. Our School Improvement Team meets once a month usually in consultation with the principal but he does not usually attend the meetings. Our Instructional Teams (grade level, discipline specific) do not have formal leaders but each is represented on the School Improvement Team. Instructional teams determine their meeting schedules but no schoolwide requirements have been established. In addition to this our school holds several other types of meeting that fill in the gaps left by not holding regular leadership meetings including but not limited to MTSS meetings, At Risk meetings with a variety of support staff, and Thumbs Up meetings in which the principal and teachers share with each other concerns about individual students and situations. We could improve in this area by creating a more structured meeting schedule.	Limited Development 09/26/2019		
How it will look when fully met:		This objective fully implemented would involve the creation of a more intentional meeting schedule with more emphasis on meeting attendance. The entire Leadership Team would meet twice a month and be more proactive in deciding the direction of the school. Evidence of implementation would be agendas, meeting minutes, and data collected.		Kenneth Neitz	06/30/2021
Actions			0 of 1 (0%)		
	10/15/19	While we still have work to do on this indicator, we have determined it is not a priority at this time. We will reexamine it at the end of the 2019-20 school year.		Kenneth Neitz	06/30/2020

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		<p>Macon Middle School's administration organized the seventh grade teachers into teams which share common students. The seventh grade has three teams two with four teachers and one with six teachers. Each team has at least one Math, English/Language Arts, Science and Social Studies teacher. Despite this team structure the seventh grade departments meet regularly as a Professional Learning Community teacher team. The administration organized the eighth grade teachers by departments who have common planning and meet as teacher teams regularly. Additionally the grade level teachers meet for planning of behavior initiatives, rewards, and field trips as needed.</p> <p>Every teacher and staff member has duties beyond the classroom supervising students. The administration establishes a duty schedule incorporating everyone. Those who do not have a homeroom are assigned more morning duties than those who have a homeroom. All teachers have a 65 minute planning period except for the team or departments that have 4th period planning. Lunch is scheduled during 4th period and the period is one hour and forty minutes creating a long planning period. Planning periods are rotated each year and every four years a team or department gets fourth period planning and duty free lunch. Because many teachers eat in the cafeteria anyway, teachers decided they would rather have lunch duty the years they do not have 4th period planning and enjoy the extra time the year they do have it.</p>	Full Implementation 08/22/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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:	The principal at Macon Middle School monitors curriculum and classroom instruction by attending Professional Learning Community teacher team meetings, Thumbs Up meetings,, monitoring students assignments and grades, visiting classrooms and teachers informally and through formal observations.	Full Implementation 08/22/2019		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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:		Macon Middle School's School Improvement Team uses data to establish a schoolwide goal and then each individual teacher team (departmentalized) establishes a goal to help reach the schoolwide goal. Data from each subject area is examined and used by the departmental teacher teams to create goals and measure whether or not the goal has been achieved.	Full Implementation 08/22/2019		

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Macon Middle School has an informal and formal system of recruiting staff. First, people who may be qualified for permanent positions are often hired in temporary positions, such as substitutes or tutors, or allowed to complete student teaching at the school in part as a way to see if they are a good fit for Macon Middle School's culture. Because of these efforts, the school often has qualified people ready to apply for permanent positions at the school. However, through our formal system of recruiting staff, we often receive applications of qualified candidates not only from Macon County but from the state and the southeast. Though the interview process, which includes administration and staff, multiple candidates are considered for open positions.

Macon Middle School's administration evaluates teacher performance through formal and informal ways. Formally, our administration completes the state required evaluation process and analyzes student performance data as a way of understanding teacher performance. Informally, administrators randomly visit classrooms and talk to students to assess what is happening in classrooms.

Teachers are rewarded formally by the state and local government through bonus pay for performance and a local supplements. Informally the school sponsors meals and other activities to bring teachers together and recognizes extra work teacher do.

Full Implementation
09/26/2019

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		<p>Macon Middle School teachers currently use email, phone calls and conferences to communicate with parents. Both the school and parents initiate these communications. Given our population of young adolescents, traditionally, the communication often involves concerns over behaviors resulting in poor grades or poor grades caused by behaviors. More recently some teachers have begun using technology to inform parents regarding academic expectations. The type, frequency and quality of the communication varies by individual teacher but it is fair to say that most teachers have aspects they can improve in this area.</p> <p>Macon Middle School's administration also uses email, phone calls and conferences to communicate with parents. The administration's unofficial policy requires administrators to attempt to call or otherwise contact a parent following interaction with a student. The administrators also try to be present at the school drop off as a way to communicate with parents and students directly.</p>	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>		When fully implemented teachers, will continue their current effective practices. They will be more intentional in their efforts to keep parents informed about academics. Good practices used by individual teacher currently will have been indentified, shared and put into practice by other teachers. These actions will be tracked by agendas of meetings where good practices were shared, copies of emails and parent contact logs.		Carla McAllister	06/30/2021
<i>Actions</i>			0 of 1 (0%)		
	10/21/19	Identify effective practices in parent communications currently being using by individual teachers.		Carla McAllister	12/20/2019
<i>Notes:</i>					