

Comprehensive Progress Report

Mission:

Our mission is to provide a safe and stable learning environment in which all students can acquire the skills to become confident, self-directed, life-long learners and contributing members of society.

All students will have equitable access to a high-quality education, teacher, and guaranteed viable curriculum in every classroom.

As a staff, we will actively and intentionally seek to interrupt and disrupt inequitable practices so that every student:

Vision:

- has access to great teachers, rigorous, aligned instruction, and advanced coursework;
- has the opportunity to pursue college and career pathways;
- enjoys an optimal use of available instruction time to acquire an exceptional education;
- is held accountable for and is supported in addressing chronic absenteeism issues;
- is provided a high level and variety of social and emotional supports;
- is treated fairly and consistently through the disciplinary process so that disproportionality in ISS and OSS will be reduced; and
- will value and embrace diversity and a growth mindset.

This will successfully prepare all students to demonstrate high academic achievement, thrive socially and emotionally, and leave MHMS prepared to make their mark in high school and on the world.

Goals:

We will increase the percentage of students who are Grade Level Proficient (GLP) by 10 percentage points on the EOG in Reading, Math, and Science 8: 6th reading will increase from 49.7 to 59.7; 7th reading will increase from 51.9 to 61.9; and 8th grade reading will increase from 52.7 to 62.7; 6th grade math will increase from 47.9 to 57.9; 7th grade math will increase from 48.3 to 58.3; and 8th grade math will increase from 37.7 to 47.7; and Science 8: will increase from 64.5 to 74.5. We will increase the percentage of students who are College and Career Ready (CCR) by 15 percentage points on the EOG in Reading, Math, and Science 8: 6th grade reading will increase from 24.0 to 39.0; 7th grade reading will increase from 33.7 to 48.7; and 8th grade reading will increase from 31.1 to 46.1. In Math: 6th grade math will increase from 26.4 to 41.4; 7th grade math will increase from 32.6 to 47.6; 8th grade math will increase from 25.7 to 40.7; and Science 8 will increase from 53.8 to 68.8. All students will score at 80 % proficiency on EL and Open Up End of Unit Assessments in Reading and Math (A2.04; A4.01; B3.03).

We will increase stakeholders' sense of connection and belonging to the school by providing greater socioemotional supports for all students via the incorporation of a daily 45-minute MTSS / SEL block; the implementation of the CSC curriculum; intentional efforts to reduce disproportionality in ISS / OSS for students; additional opportunities for parents to be involved; enhanced communication with parents; and greater opportunities for staff to have input. We will measure improvements by: -If the INSIGHT survey is administered, staff responses on selected survey questions will be no more than 5 % from top quartile schools. If the INSIGHT is not administered, staff responses on an in-house survey will show 80 % or greater agreement on selected questions. - Student responses on selected survey questions on the Student Engagement Survey will increase at least 5 % -Reducing chronic student absenteeism to less than 5% -Reduce instances of OSS and ISS by 15 % compared to data from 2019 - 2020 (A4.06; E1.06)

Duty Free Lunch: The NC SBE’s statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C- 301.1(a). (A4.06)

Duty-Free Instructional Planning Time for Teachers : The NC SBE’s statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week. (A2.04)

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

We will decrease the percent of students who are not CCR in the following subgroups by 15 % as follows: African American CCR will increase from 14.3 to 27.2; Asian CCR will increase from 32.1 to 42.3; Hispanic CCR will increase from 14.7 to 27.5; Multiracial CCR will increase from 40 to 49; White CCR will increase from 39.4 to 48.5; EL CCR will increase from 16.4 to 28.9; and SWD CCR will increase from 3.1 to 17.6.

The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 17.7% in 2021-2022 to 22.9% in 2022-2023 to 28% in 2023-2024

Mint Hill Middle School will meet or exceed EVAAS growth in 2022-2023 and 2023-2024.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 10.1% in 2021-22 to 5.1% in 2022-23 and 0.1 % in 2023-24.

The percent of students reporting a positive self-perception of their engagement will increase from 33 % on the Fall 2021 Panorama Screener (in Grades 6-12) to 38 % in 2022-23 and 43% in 2023-24.



! = Past Due Objectives

KEY = Key Indicator

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	

Initial Assessment:

We have worked to develop key processes in every PLC over the past decade. We currently use an agenda to guide discussions around: unpacking standards; creating exemplars; discussing instructional strategies; and using data to plan small group instruction. We employ a standard lesson plan template designed to facilitate the discussion of key instructional elements. With our ELA and Math adoptions, we have moved to a calendar view to streamline planning efforts. We have provided PD on data use / small group instruction and utilized common assessments (e.g. Mid Unit and End of Unit EL Assessments; Pre-diagnostic, Mid Unit, and End of Unit Open Up Assessments; teacher-made tests) paired with data analysis to make instructional adjustments after each cycle of learning. This past year, we placed more emphasis on MAP data to look at student growth.

Challenges include: continuing to address unfinished learning while teaching current content; engaging teachers in how to tailor the implementation to optimally meet student needs; providing additional opportunities for student self-direction, self-efficacy, and ownership; and moving beyond surface-level / implementation conversations towards questioning and challenging colleagues.

Limited Development
08/17/2022

***How it will look
when fully met:***

- All PLC members come to the meeting prepared and participating at a high level with established protocols, expectations, and norms that are embraced across all teams.
- Team members play designated roles in planning / PLCs associated with their strengths (e.g., AIG, EC, or ESL certified staff provide planning expertise to develop plans and instructional strategies for students).
- ELA and Math teachers make logical discretionary moves to tailor the curricula to students' needs.
- Standards are unpacked and serve as the key driver and reference of the meeting.
- Exemplar responses / tasks are developed that support high levels of rigor.
- Deep, challenging conversations and questioning of colleagues with a strategic focus on misconceptions so that they can be addressed in the planning of the unit.
- Conversations will reflect high expectations for every student with a focus on providing supports and scaffolding rather than making excuses or saying "my kids can't do this".
- Scaffolds and supports, along with data-informed differentiation of instruction, will be included in all lessons to address anticipated student issues.
- All PLC members will adopt a problem-solving mode and seek to anticipate potential student learning issues and proactively address them.
- PLCs will create additional formative assessments throughout a unit together with a summative assessment.
- Backward design planning from assessments with a focus on data to drive a differentiated experience for students.

Mary Kelly

06/15/2024

Actions		0 of 2 (0%)		
8/17/22	During PLCs, all ELA teachers will specifically incorporate ideas in their plans continued to shift from teacher-direction to student-ownership of lessons to address the following areas included in the CAWT instrument: Connect (Students verbally or in writing connect new ideas to known knowledge); Scaffolding Questions (Teacher scaffolds questions that lead students to meet the target for the lesson); Perseverance (Students stick to a tough problem, even when confronted with challenge or failure); and Challenge (Teacher keeps all students persevering with challenging tasks. (Teacher as facilitator and students as lead learners).		Tracy Florczyk	02/01/2023
<i>Notes:</i>				
8/17/22	During PLCs, all Math teachers will specifically incorporate ideas in their plans continued to shift from teacher-direction to student-ownership of lessons to address the following areas included in the CAWT instrument: Strengthen (The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods); and Collaboration (The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding).		Jenni Thompson	02/01/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently administer the MAP tests 3x / year as our universal screener for academics and the Panorama Survey 2x / year to screen for behavior. Teachers provide small group instruction in core classroom blocks with a goal of 3x / week. Interventions for Tier 2 and Tier 3 are provided according to the Standard Treatment Protocol (STP). Last year, these were provided in a combined MTSS / SEL block. This year, in order to better serve both areas, we have built in a 20-minute SEL block to begin the day and a 40-minute MTSS block for interventions between the 3rd and 4th block. We have a well-established MTSS Leadership Team that meets monthly. This year, we have been allocated an MTSS Facilitator who will lead this team and our MTSS efforts. She will coordinate our staff training on Branching Minds. Staff have been identified and trained in Orton Gillingham. Challenges include onboarding our MTSS Facilitator and training the staff in Branching Minds.	Limited Development 08/17/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Strategic scheduling noted during the MTSS block to ensure that the best fit is present in pairing teachers to meet student needs. • Teachers will be more confident in implementing small groups based on data 3x / week to meet student needs. • Teachers will confidently make discretionary moves during their implementation of EL / OUR to effectively address student needs. • Progress monitoring of STP interventions will show student growth towards and /or mastery of grade level standards. • Staff will effectively utilize the Branching Minds platform to track student plans 		Kelly Holmes	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	8/17/22	Our new MTSS Facilitator will lead monthly MTSS Leadership Team meetings to ensure that student academic, behavior, and attendance interventions are provided. She will guide the team as it works with teachers to identify new students in need of interventions at the various tiered levels. Panorama data will inform this process.		Victoria Saulsbury, MTSS Facilitator	02/01/2023
<i>Notes:</i>					

	8/17/22	Provide beginning of the year professional development on Branching Minds along with expectations and the effective use of the 40-minute MTSS block that teachers are to use to provide required MTSS interventions / small group instruction. Provide beginning of the year professional development and semester 2 refresher on Branching Minds along with expectations and the effective use of the 40-minute MTSS block that teachers are to use to provide required MTSS interventions / small group instruction. Monitor MTSS Block by conducting classroom walkthroughs to verify that small group instruction required interventions are being delivered. Provide feedback and coaching to teachers based on these informal observations.		Victoria Sualsbury, MTSS Facilitator	02/01/2023	
<i>Notes:</i>						
	8/17/22	Provide beginning of the year professional development on expectations and the effective use of the data to plan and deliver small group instruction as a part of normal instructional blocks to address student standards mastery needs. Monitor weekly through walkthrough process.		Tracy Florczyk and Jenni Thompson, MCLs	02/01/2023	
<i>Notes:</i>						
	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:

Staff members continue to follow the school-wide discipline plan to support their classroom management. They include parents, counselors, and grade level administrators in the decision-making process. This year, we are clarifying our disciplinary process for teachers with regards to what is a teacher-handled infraction versus an administrator-handled infraction. We are also revisiting our disciplinary matrix with teachers in opening grade level meetings. Staff members work to provide information and resources available to each MHMS student necessary to foster a healthy balance of academic, social/emotional, and physical well being necessary to be successful long-term 21-century learners and productive citizens. As we return, we will be facilitating a SEL reset in collaboration with district personnel. We were chosen as 1 of 6 schools to receive additional support valued at \$11,000 in this key work around the Caring School Curriculum (CSC). We will be incorporating a 20-minute daily SEL to further support our students social emotional / mental health needs and a 35-minute MTSS block to provide academic / behavioral interventions.

As a part of the SEL block mentioned above, we will continue to implement the Caring Schools Community Curriculum in all classes. We are also working closely with our counselors, MTSS Facilitator, and other support staff to monitor students' attendance and work completion / failures so that we can be proactive in intervening as soon as problems are identified. We have planned a revisiting of Restorative Practices / Circles and have scheduled CMS personnel to provide PD on these areas during the preservice days. We are actively taking additional steps to reduce instances of ISS / OSS among all students but to especially reduce disproportionality associated with disciplinary actions levied against African American students districtwide.

Limited Development
08/17/2022

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • All teachers working in partnership with school-based counselors, MTSS Facilitator, and support staff to meet students' SEL and academic needs. • Consistent use of Branching Minds platform along with other communication / documentation protocols to drive access to additional supports for students. • All staff members act as positive role models for all students. • All teachers implement the Mint Hill Middle discipline plan with fidelity. • All staff cognizant of student escalation vs. de-escalation strategies. • All teachers integrate restorative practices and methods to promote social justice and a more equitable education for all students. • All teachers will move towards promoting actively anti-racist practices in their classrooms in line with CMS. • All administrators use restorative methods as a primary tool with student discipline. • A decrease in the following: student referrals, out-of-school suspensions, long-term suspensions; violent behaviors (i.e., fighting, assault), bullying, sexual harassment, sexual assault. • Students with chronic violations of the CMS Code of Conduct to be assigned an adult mentor. • Tier 2 and Tier 3 students receiving intensive small group interventions for behavioral and/or academic needs. • All PLC's and all teachers intentionally plan more culturally relevant lessons that correlate to the North Carolina Standard Course of Study. 		<p>Kelly Holmes</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/17/22</p>	<p>Address attendance concerns / chronic absenteeism through expanded counselor / administrator contacts at specified intervals; recover unexcused absences through attendance secretary calls; and conduct home visits with counselor, SRO, and GLA for students listed in Navigator with significant attendance issues. Create attendance plan for individual students as warranted based on absences in excess of 10 unexcused absences.</p>		<p>Christina Brown, Counselor</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				

8/17/22	Assign a mentor to every student suspended in 2021 - 22 / students identified first quarter 2022-23. Mentors will meet at least weekly with every identified student in order to provide coaching / check-ins to ensure that students avoid OSS in 2022-23. As needed, daily check-ins may be employed.		Demario Johnson, BMT	02/01/2023
<i>Notes:</i>				
8/17/22	Provide a reset for Caring School Curriculum with PD support from CMS personnel during initial workdays. Continue to employ a 20-minute SEL block to begin the day in order to support individual student social-emotional needs by providing lessons from the Caring School Curriculum along with other key content (e.g., Digital Citizenship; Title IX).		Kelly Holmes	02/01/2023
<i>Notes:</i>				
8/18/22	We will provide a refresher PD on Restorative Practices to all staff. Restorative practices will be used to reduce referrals and ISS /OSS and strategy use will be monitored in conjunction with office referrals and administrative contacts.		Dayna Gerlach	02/01/2023
<i>Notes:</i>				

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

<p>Initial Assessment:</p>	<p>We will continue to implement core action walkthroughs (CAWT) weekly with the Administrative Team to provide teachers with feedback associated with their implementation of adopted curricula (i.e., EL / OUR) as well as in non-adoption areas. A refined walkthrough instrument has been created using a Google Form to provide teachers with immediate feedback associated with targeted areas (e.g., student engagement; ownership; problem-solving processes; peer collaboration). This form will be filled out for each teacher along with the Qualtrics CAWT form. We will provide in-person coaching to teachers based on this feedback as well as discuss trends in our weekly Administrative Team and PLC meetings.</p> <p>Current challenges include ensuring consistency in the visits and coaching meetings; adapting feedback to its most constructive form; time constraints; and following through with staff after walkthrough and observational feedback is provided to ensure its implementation.</p>	<p>Limited Development 08/18/2022</p>		
<p>How it will look when fully met:</p>	<p>Members of the Administrative Team will utilize both an in-house Google Form and the CMS Qualtrics CAWT instrument focused on CMS core actions as well to current district expectations and look fors. Administrators will capture key observations from classroom visits to determine whether 1) lesson plans are being implemented with a high degree of fidelity with clear learning targets, high quality teaching, and tasks observed in all classrooms; 2) that tasks / exemplars are being employed that align with the rigor of the NC EOG/EOC assessments in each classroom; and that 3) all students are participating and engaged in the lesson at a high level. Observers will also look for evidence of scaffolding and supports for learners who need them along with small group instruction. Members of the Administrative Team will be calibrated and aligned in their individual walkthroughs through an initial team walkthrough process to begin each semester. Administrative Team members will consistently visit every teacher on their walkthrough list and provide feedback in the manner designated.</p> <p>When fully implemented, we will observe:</p> <ul style="list-style-type: none"> • All administrators conducting weekly walkthroughs and provide coaching feedback to their assigned teachers. • Teachers visiting other classrooms with an administrator to 		<p>Steve Drye</p>	<p>06/15/2024</p>

	<p>observe practices in action as needed or as beneficial.</p> <ul style="list-style-type: none"> • Teachers receiving additional training / professional development to further build their knowledge and skills as needed based on walkthroughs and observations. • Meetings or PD provided to address common issues noted in visits. • Teachers, PLCs, and Departments implementing walkthrough feedback to improve planning and teaching processes. • Walkthrough feedback will be discussed and used in PLCs in the planning process. • Issues addressed in walkthroughs will cease to be seen in subsequent CWT and observations. • Evidence of CMS core actions will be prevalent in all classrooms: high quality texts; grade level standards; high level of student engagement ; mathematical practices demonstrated by students; students do the heavy lifting of learning. • EL and Open Up Resources curricula will be implemented will a high degree of fidelity and integrity. • A high number / variety of diverse students will be called upon to participate in all classrooms and all students will be highly engaged. • Evidence of scaffolds and other supports will be noted consistently in walkthroughs and observations. • Evidence of small group instruction and use of data will be noted consistently. 			
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Actions		0 of 3 (0%)		
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8/18/22	<p>Revisit Classroom Walkthrough (CWT) Google Form to support CAWT process and to provide immediate glow and grow feedback to teachers. Incorporate key looks for based on areas for improvement as indicated from 2021-2022 CAWT results for ELA (i.e., Connect; Scaffolding Questions; Perseverance; and Challenge) and Math (i.e., Strengthen; Collaboration). Conduct weekly walkthroughs with the Administrative Team and individually as needed.</p>		Steve Drye	02/01/2023
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<i>Notes:</i>				
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8/18/22	<p>Implement coaching schedule based on staff needs and as informed by EVAAS, observations, and CAWT results. Provide feedback to staff via Coaching Corner (Set PLC Agenda Item) and one-on-one Coaching Conversations with assigned administrators providing glow and grow feedback based on the most recent PLC / CAWT visit.</p>		Steve Drye	02/01/2023
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<i>Notes:</i>				
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8/18/22	Employ our two MCL 1sto provide additional, intensive coaching and feedback to targeted teachers, grade levels, and / or subject areas (i.e., ELA 7 and Math 7). ELA MCL will also work with Social Studies / Science Teachers to ensure that they incorporate information text and literacy skills into both content areas.		Tracy Florczyk; Jenni Thompson	02/01/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>As a part of our efforts to keep parents and students well informed, we make use of a variety of strategies (e.g., online quarterly parent information sessions; various social media platforms). We also maintain an online Parent Navigator that serves as a table of contents for parents to access various hyperlinks associated with MHMS / CMS. Along with this, we are piloting a Google Folder called the Parent Bookbag this year that will serve as a storehouse for important documents that parents may need to reference from time to time. Principal Drye continues to make weekly Connect 5 calls to parents regarding important information for the upcoming school week. Each of these calls is accompanied by a Google Doc link so that parents can revisit the announcements as needed. We continue to employ virtual meeting options along with in-person for selected school events (e.g., SIT) as much as possible to increase parental involvement and attendance.</p> <p>Challenges include getting parents to come in for in-person events; strengthening our PTSA; increasing parent attendance at conferences and meetings to discuss student issues; and improving regular, documented communication with the parents of students experiencing difficulty.</p>	Limited Development 08/18/2022		

How it will look when fully met:	<p>When the objective has been fully met we will observe:</p> <ul style="list-style-type: none"> • An increase in parent involvement in student schoolwork and support including an increase in the number of parents enrolled as parent observers in Canvas / PowerSchool. • An increase in parent contacts with teachers, teams, and counselors and support staff. • Better understanding of various cultures that create the MHMS community. • A stronger relationship between the community, parents, and teachers. • Increased school-community partnerships. 		Steve Drye	06/15/2024
Actions		0 of 3 (0%)		
8/18/22	<p>Work with the PTSA and our Arts Department to schedule an appealing, inviting parent event (e.g., food trucks; Trunk or Treat; student performances) in conjunction with key school events (e.g., Curriculum Night;) quarterly in order to get parents in the school in increased numbers.</p>		Lexi McKinney	02/01/2023
<i>Notes:</i>				
8/18/22	<p>Teachers will be required to keep a uniform contact log of all contacts made with parents regarding absences, academics, and behavior. Contact administrators will monitor these logs and work with counselors to reduce chronic absenteeism and failures.</p> <p>All teachers make contact with parents after 3 days of consecutive unexcused absences. Teachers will involve grade level counselors after 4 days of consecutive unexcused absences. Home visits will be completed after 8 days of absences.</p> <p>Teachers will contact parents 2x / month of any student who is failing and work with students during our Miner Time to bring grades up to passing / mastery.</p>		Kelly Holmes	02/01/2023
<i>Notes:</i>				

8/18/22

Mr. Drye, counselors, and grade level administrators will meet with each teacher with 10 % or more of students failing at midterm each quarter and implement strategies to reduce failures to less than 5 % by the end of the quarter.

Steve Drye

02/01/2023

Notes: