

Comprehensive Progress Report

Mission: We put students first by building relationships and nurturing the whole student in a safe, caring, and supportive learning environment. We will engage and empower our students to become effective, self-directed learners.

Vision: Together, staff, families, and the community will inspire student success by encouraging lifelong learning.

- Goals:**
- A 4.06 Strategic Goal: SMS will decrease the total number of ODRs by 20% from 467 in 2018-2019 to 373 by May 2021. Targeted Goal: By June 2020, SMS will decrease the total number of ODRs by 10% from 467 in 2018-2019 to 420 by May 2020.
 - C 2.01 Strategic Goal: By May 2020, all teachers will meet EVAAS growth and at least 25% will exceed EVAAS growth. Targeted Goal: By June 2019, all teachers will meet EVAAS growth and at least 10% will exceed EVAAS growth.
 - A 4.01 Strategic Goal: By the end of the 2020-2021, the overall school composite EVAAS will increase by 3 points points to 1.5. Targeted Goal: By the end of the 2019-2020 school year, the overall school EVAAS composite will increase by 1.46 to 0.



! = 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>Capturing Kids Hearts: The majority of teachers have been trained and we do have 5 process champions who are responsible for coaching teachers in the implementation. The teachers who have not been trained will be in the near future. Not all classrooms are utilizing CKH procedures as they should and we are working to re-focus efforts to ensure this is happening. PBIS: PBIS has been in place at SMS for many years and has been recognized for the quality of it in our school. Teachers consistently give out tickets for positive behavior and drawings are done bi-weekly. There are also school-wide events each quarter to recognize students who have maintained positive behavior. Teachers are trained on PBIS every year, as well as on an as needed basis. The school has established procedures for addressing behaviors in an effort to maintain consistency. Teachers are provided training each year in what misbehaviors should be addressed in the classroom versus those that need to be addressed in the office. Classroom management is guided by PBIS, CKH, and other developed procedures. However, not all teachers consistently hold students to high expectations and follow the procedures with fidelity. Also, not all teachers establish and uphold their own classroom procedures, causing there to be issues with their classroom management.</p>	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		<p>School-level: Core classes take place for all students (tier 1). Remediation takes place during Bulldog time to address tier 2 needs. Data analysis is a high priority, but not all teachers are using data consistently to drive instruction.</p>	Limited Development 10/25/2016		

As of 2018-2019, SMS is identified as Targeted Support and Improvement School-Consistently Underperforming (TSI-CU) and Targeted Support and Improvement School-Additional Targeted Support (TSI-AT). We are identified with the above labels based on subgroup data for black students, economically disadvantaged students, English language learners, hispanic, multi-race, and student with disabilities.

EVAAS composite growth status 2016-2017: 22.8/not met

EVAAS composite growth status 2017-2018: 24.3/met

Subgroup Data based on 2017-2018

Overall School Performance Grade

Subgroup	Achiev	Growth	Perf	Grade
ALL	23.8	75.7	34	F
BLCK	15.9	71.9	27	F
HISP	25.0	82.1	36	F
MULT	16.7		17	F
EDS	22.5	77.1	33	F
ELS	16.6	82.3	30	F
SWD	2.9	80.3	18	F

SMS met growth in all subgroups in 2017-2018.

Using 2015-2016 as a baseline year, 5.4% of all students were proficient in math and 4.8% of EDS students were proficient in math. NCDPI calculated that student proficiency should increase by 2.709% for all students each year in math and increase by 3.2% for EDS students each year in math. In the 2017-2018 school year, the goal for all students

was 8.1% proficiency, however only 6.9% of all students were proficient in math. For EDS students, the goal was 8%, however only 5.7% of EDS students were proficient in math. The 2018-2019 goal set by NCDPI is for 10.8% of all students to be proficient and 11.2% of EDS students to be proficient.

Using 2015-2016 as a baseline year, 14.3% of all students were proficient in reading and 10.9% of EDS students were proficient in reading. NCDPI calculated that student proficiency should increase by 2.003% for all students each year in reading and increase by 2.464% for EDS students each year in reading. In the 2017-2018 school year, the goal for all students was 16.3% proficiency, however 19.3% of all students were proficient in reading. For EDS students, the goal was 13.4%, however 18.4% of EDS students were proficient in reading. The 2018-2019 goal set by NCDPI is for 18.3% of all students to be proficient in reading. However since this has already been met, SMS's goal is for 21.3% of all students to be proficient in reading. The 2018-2019 goal set by NCDPI is for 15.8% of EDS students to be proficient in reading. However, since this goal has already been met, SMS's goal is for 20.4% of EDS students to be proficient in reading.

<p>How it will look when fully met:</p>	<p>Tiered Instructional System description:</p> <p>Tier 1: Instruction: *proactive, preventative, and data-driven *differentiated *progress monitored via universal assessments *is delivered through blended learning with teacher differentiating by process, product, content and/or environment based on needs *is implemented school-wide via whole classroom and small group Tier 2: Academic interventions include: *short-term academic supports *strategic, targeted interventions *school-based MTSS teams *progress monitored 1-2 times per month *foundational skill-building interventions *small group instruction with research-based interventions focused on target areas of deficit Tier 3: Intensive Academic Intervention *MTSS teams *long-term comprehensive support *small group instruction *progress monitoring weekly Evidences: Tier 1 includes: *Data points will include baselines; benchmarks; CFAs; iReady diagnostic and growth monitoring assessments; iReady instructional profiles and disabled instruction alerts; completed 6 point lesson plans will reflect differentiated instruction; classroom observations and walk-throughs; PLC minutes; data day agendas; completed data analyzing and tracking sheets Tier 2 includes: *All Tier 1 evidences *Purposeful small group instruction based on data that is implemented 2-3 days per week and includes foundational skill-building interventions, research-based interventions that are focused on specific deficits, and is progress monitored 1-2 per month Tier 3 includes: *All Tier 1 and Tier 2 evidences *Long-term, purposeful small group instruction based on data that is implemented 5 days per week, focuses on specific deficits, and is progress monitored weekly. Outcomes: *By the end of the 2019-2020, the overall school composite EVAAS will increase from -1.46 points to 0.</p>		<p>Kristen Goodwin</p>	<p>05/29/2020</p>
<p>Actions</p>		<p>6 of 44 (14%)</p>		
<p>9/4/19</p>	<p>All teachers will implement note taking in all classes.</p>	<p>Complete 09/02/2019</p>	<p>Admin</p>	<p>09/02/2019</p>
<p><i>Notes:</i></p>				
<p>9/11/17</p>	<p>All departments, PLCs, and individual classrooms will create data-driven SMART goals that focus on growth for all students.</p>	<p>Complete 09/06/2019</p>	<p>Kelly Campbell</p>	<p>09/06/2019</p>
<p><i>Notes:</i></p>	<p>Goals may be updated throughout the year based on progress.</p>			
<p>9/10/18</p>	<p>Train new teachers in using Flocabulary using Flocabulary 101 Webinar.</p>	<p>Complete 09/13/2019</p>	<p>PLC Partners</p>	<p>09/13/2019</p>
<p><i>Notes:</i></p>	<p>Additional assistance will be provided as needed.</p>			
<p>9/1/17</p>	<p>Administer the iReady ELA fall diagnostic test and analyze data.</p>	<p>Complete 09/13/2019</p>	<p>Kelly Campbell</p>	<p>09/13/2019</p>

	<p><i>Notes:</i> Data source: iReady data reports and completed data analysis spreadsheets</p> <p>Data will also be analyzed by leadership to determine bulldog class adjustments.</p>			
9/1/17	Administer the iReady math fall diagnostic test and analyze data.	Complete 09/13/2019	Kelly Campbell	09/13/2019
	<p><i>Notes:</i> Data source: iReady data reports and completed data analysis spreadsheets</p> <p>Data will also be analyzed by leadership to determine bulldog class adjustments.</p>			
9/11/17	All core teachers will administer district baseline testing and analyze the data to guide instruction.	Complete 09/13/2019	Kelly Campbell	09/13/2019
	<p><i>Notes:</i> Data source: Baseline test and completed classroom data analysis spreadsheets</p> <p>Data day will be lead by content coaches (Paslay and Worthington)</p>			
9/1/17	Train new ELA and math teachers in iReady and Ready instruction.		Content Coaches	09/26/2019
	<i>Notes:</i> PD will take place at ERPD for new teachers			
1/24/19	Hold a College and Career week to promote college and career information and interest.		Reynolds	09/26/2019
	<i>Notes:</i> Aligned with Gear Up			
9/4/19	Teachers will implement processing notes following the AVID model.		Admin	09/30/2019
	<i>Notes:</i>			
9/5/19	All students will complete the Naviance Scope and Sequence as part of Gear Up.		Emily Reynolds	10/01/2019
	<i>Notes:</i>			
1/24/19	Identify staff to attend AVID national conference.		Kelly Campbell	10/15/2019
	<i>Notes:</i>			
9/16/19	All teachers will take part in Everfi training to become familiar with the content that is offered and possibilities for utilizing it in the classroom.		Emily Reynolds	10/31/2019
	<i>Notes:</i>			
9/4/19	Teachers will implement FNT Connect to Thinking AVID strategy.		Admin	11/04/2019
	<i>Notes:</i>			
9/11/17	All core teachers will administer Check-in Assessment 1 and analyze the data to guide instruction.		Content coaches	11/08/2019

Notes: Data source: Completed data analysis spreadsheets

Data day will be lead by content coaches (Fox, Paslay, Kosal, Worthington)

9/1/17 Administer the iReady math winter diagnostic test and analyze data.

Kelly Campbell

12/19/2019

Notes: Data source: iReady data reports and completed data analysis spreadsheets

Leadership will analyze data to make bulldog adjustments.

9/1/17 Administer the iReady ELA winter diagnostic test and analyze data.

Kelly Campbell

12/19/2019

Notes: Data source: iReady data reports and completed data analysis spreadsheets

Leadership will analyze data to make bulldog adjustments.

9/4/19 Teachers will implement the FNT Review AVID strategy.

Admin

01/06/2020

Notes:

9/11/17 All core teachers will administer Check-in Assessment 2 and analyze the data to guide instruction.

Kelly Campbell

02/02/2020

Notes: Data source: completed data analysis spreadsheets

Data day will be lead by content coaches (Fox, Paslay, Kosal, Worthington)

9/4/19 Teachers will implement the FNT Apply Knowledge AVID strategy.

Admin

02/03/2020

Notes:

1/24/19 Hold a spring parent night to provide information for supporting students for the remainder of the school year and college/career preparation opportunities.

Emily Reynolds

03/31/2020

Notes:

9/11/17 All core teachers will administer Check-in Assessment 3 and analyze the data to guide instruction.

Kelly Campbell

04/17/2020

Notes: Data source: completed data analysis spreadsheets

Data days will be lead by content coaches.

9/1/17 Administer the iReady math spring diagnostic test and analyze data.

Kelly Campbell

04/30/2020

Notes: Data source: iReady data reports and completed data analysis classroom spreadsheets

Data days will be lead by content coaches.

9/1/17 Administer the iReady ELA spring diagnostic test and analyze data.

Kelly Campbell

04/30/2020

Notes: Data source: iReady data reports and completed data analysis classroom spreadsheets

1/24/19 All students will take part in The Reality of Money financial simulation provided by SECU.

Reynolds

04/30/2020

Notes: This is as an activity aligned with Gear Up.

1/30/18 Bulldog intervention classes will provide direct, data-driven instruction. Data will be used during instruction to monitor mastery and re-teaching will take place as needed.

Admin

05/08/2020

Notes: Data sources:

Fidelity checks will take place in each intervention class at least bi-weekly by leadership to monitor implementation of TransMath, Corrective Reading, Ready Math, and Ready Reading. Coaching will take place as needed.

Data sheets will be updated by teachers after each assessment and will be analyzed by goal team 1 and leadership to monitor effectiveness of instruction.

9/11/17 Tier 2 math intervention will take place daily in Bulldog time using scaffolded, gap-aligned instruction.

Patrick Kosal

05/08/2020

Notes: Data source: Lesson plans

9/11/17 Tier 2 ELA intervention will take place daily in Bulldog time using Corrective Reading and scaffolded, gap-aligned instruction.

Traci Fox

05/08/2020

Notes: Data source: Lesson plans

11/14/16 Goal team will meet monthly to monitor plan progress

Kristen Goodwin

05/12/2020

Notes: Monitor steps for plan each month and edit as needed.

Goal team 1 members will:

- *Discuss vocab implementation with their departments each month
- *Discuss inquiry-based instruction implementation with departments each month (science and SS)
- *Monitor and analyze data on spreadsheets to make sure it is updated and students are showing growth.

The following goal team members will come prepared to give updates on the following data:

- Transmath--Goodwin
- Sonday Reading--Goodwin
- Bulldog Ready Reading--Rodriguez
- Bulldog Ready Math--Strother
- Reading--Davis & Fowler
- Math--Troutman
- Science--Scott (Goodwin)
- Social Studies--Hodges

11/14/16	Morning announcements will include a Word of the Day		Kelly Campbell	05/15/2020
	<i>Notes:</i> Use essential words to know list to introduce a word to student body daily.			
11/14/16	MTSS team will follow MTSS process, particularly focusing on students who are tier 2 and tier 3, to determine effectiveness of interventions and next steps.		Kelly Campbell	05/15/2020
	<i>Notes:</i> Data Source: Spreadsheet; Lesson plans should reflect remediation based on data Goal Team 1 will review monthly to check Bulldog teacher data sheet completion and student progress. Current status: Bulldog is in currently place for Tier 2 students. District support works on paperwork for Tier 2 students. Currently, we don't have tier 3 intervention processes in place.			
11/14/16	PLC best practice sharing of the vocab strategies		Teachers	05/15/2020

Notes: Include discussion of vocabulary instruction, data, etc., in PLCs at least once per month.

ELA: Campbell and Fox
Math: Wellman and Kosal
Science: Paslay
SS: Worthington
Wheel: Goodwin

9/1/17 The ELA department will regularly discuss and plan the incorporation of Flocabulary to address tier 1 and tier 2 vocabulary.

Patricia Plyler

05/15/2020

Notes: Data source: Lesson plans and ELA department agendas.

Dates to check-in:
9/10
10/8
11/12
1/14
2/11
3/17
5/26

9/29/17 ELA PLCs will review students who have not passed the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.

Fox

05/15/2020

Notes: Data Source: PLC Minutes

9/29/17 Math PLCs will review students who have not met weekly minutes and/or passes the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.

Kosal

05/15/2020

Notes:

9/14/17 The wheel department will regularly discuss the incorporation of the Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary

Mike Mitchell

05/15/2020

Notes: Data source: Lesson plans and wheel department agendas.

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

9/1/17 The science department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary

Scott

05/15/2020

Notes: Data source: Lesson plans and science department agendas.

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

9/1/17 The social studies department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary

Hodges

05/15/2020

Notes: Data source: Lesson plans and social studies department agendas.

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

9/1/17 The math department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary

Coker

05/19/2020

Notes: Data source: Lesson plans and math department agendas.

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

2/8/17 Tier 1 instruction will include data-driven differentiation in all core classrooms.

Content coaches

05/22/2020

Notes: PLCs will focus on using data to develop activities based on students' needs.

PD needs to be determined to assist teachers in effectively using differentiation.

Data source: Lesson plans, CWTs, teacher evaluations

9/1/17 ELA will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.

Traci Fox

05/22/2020

Notes: Data source: Lesson plans and PLC agendas

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

9/1/17 Math will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.

Patrick Kosal

05/22/2020

Notes: Data source: Lesson plans and PLC agendas

Dates to check-in:

9/10

10/8

11/12

1/14

2/11

3/17

5/26

9/28/17 Fidelity checks will take place with weekly lesson plan checks and feedback and monthly classroom walk through data analysis.

Admin and Content coaches

05/22/2020

Notes: Dates for Goal Team CWT data analysis: 10/3, 11/2, 12/5, 1/2, 2/6, 3/6, 4/10, 5/1, 6/4

CWT portion to analyze: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15

The first month of CWT data will be used as a baseline to determine areas for improvement. After these areas become a focus, the next month of CWT data will be used to compare to the previous month.

1/24/19 Identified students will participate in three college visits to learn about the college and promote college awareness.

Emily Reynolds

05/31/2020

Notes:

1/24/19 Identified staff will attend AVID summer institute to continue training for implementation.

Kelly Campbell

07/31/2020

Notes:

!	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
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Limited Development
10/25/2016

Initial Assessment:

The majority of our teachers are attentive to the emotional needs of students due to the training provided by our guidance counselor and Capturing Kids' Hearts professional development. The hiring process and questions asked address the importance of student relationships. Admin also presents an overview of our students' needs in order to find the best fit for our students. Core team meets weekly to address students' emotional, social, etc., needs. PBIS is fully implemented.

As of 2018-2019, SMS is identified as Targeted Support and Improvement School-Consistently Underperforming (TSI-CU) and Targeted Support and Improvement School-Additional Targeted Support (TSI-AT). We are identified with the above labels based on subgroup data for black students, economically disadvantaged students, English language learners, hispanic, multi-race, and student with disabilities.

EVAAS composite growth status 2016-2017: 22.8/not met

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Using 2015-2016 as a baseline year, 5.4% of all students were proficient in math and 4.8% of EDS students were proficient in math. NCDPI calculated that student proficiency should increase by 2.709% for all students each year in math and increase by 3.2% for EDS students each year in math. In the 2017-2018 school year, the goal for all students was 8.1% proficiency, however only 6.9% of all students were proficient in math. For EDS students, the goal was 8%, however only 5.7% of EDS students were proficient in math. The 2018-2019 goal set by NCDPI is

for 10.8% of all students to be proficient and 11.2% of EDS students to be proficient.

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How it will look when fully met:

The behavioral supports of MTSS would be implemented. Tier 1: *Data-driven, universal school-wide behavior expectation matrix (PBIS) *School-wide reinforcement system *Classroom vs. Office managed behavior document *Lesson plans that explicitly explain/model behavior expectations with all students/staff *Multiple gating system: ODR/OSS, internalizing and externalizing behaviors Tier 2: *Data-based decisions *Strategic, targeted interventions *CICO, class pass, mentoring *Targeted social skill instruction *Groups based on data *Internalizing behaviors referral *Progress monitoring daily/weekly Tier 3: *MTSS Teams FBA/BIP *Long-term, intensive, responsive support *Referrals to partners *Progress monitoring daily Evidence: *Monthly data on discipline referrals *Core Team tracking data *monthly support group data * PBIS notebook *student contact log sheets *student recognition notebook and bulletin board *ISS data *Teacher sign in sheets from ISS *student contacts maintained in log book in guidance office *mentor sign in book located in main office Outcome: *SMS will decrease the total number of ODRs by 10% from 467 in 2018-2019 to 449 by June 2019.

Lydia Mayberry

06/07/2019

Actions

8 of 29 (28%)

1/24/19

Develop a plan for addressing needs of our economically disadvantaged students.

Complete 06/07/2019

Kelly Campbell

06/08/2019

	<i>Notes:</i> As additional steps are determined, they will be added to the plan.			
8/28/19	All certified staff will attend Ruby Payne training to increase awareness of economic diversities and how to serve our students.	Complete 07/31/2019	Kelly Campbell	07/31/2019
	<i>Notes:</i>			
9/14/17	PBIS staff training	Complete 08/01/2019	Lydia Mayberry	08/01/2019
	<i>Notes:</i> Data source: Staff sign-ins			
9/15/17	Provide training on classroom managed behavior vs. office referral.	Complete 08/19/2019	Lydia Mayberry	08/19/2019
	<i>Notes:</i> Data source: Goal team agenda			
	Additional training provided as needed.			
9/14/17	All students will receive instruction on PBIS expectations at the beginning of the year, which includes each BARK matrix and PBIS Assembly.	Complete 08/20/2019	Lydia Mayberry	08/20/2019
	<i>Notes:</i> Data source: Lesson plans			
9/14/17	Bullying training for staff and students.	Complete 08/23/2019	Lacey Campbell	08/23/2019
	<i>Notes:</i> Data source: Staff meeting agendas			
	Bullying training will also occur as needed.			
9/14/17	Establish norms and expectations for students at grade level assemblies.	Complete 08/30/2019	Kelly Campbell	08/30/2019
	<i>Notes:</i> Admin will meet with students to speak with them about academic behavior expectations and goals for the semester.			
9/10/18	Inservice training on school safety, school shooter, and lockdown procedures provided to staff.		Officer Soto	09/30/2019
	<i>Notes:</i> Data source: Teacher sign-in			
1/24/19	Smart Girls will take place during wheel once per week for 10 weeks to support girls' needs.		Emily Reynolds	12/19/2019
	<i>Notes:</i>			
1/24/19	Guidance and SAP support groups will be established and meet weekly to support students' social, emotional, and behavioral needs.		Mayberry & L Campbell	12/19/2019
	<i>Notes:</i>			
9/14/17	PBIS Team and guidance will continue to sponsor yearly Kindness Challenge		Lydia Mayberry	03/30/2020
	<i>Notes:</i> Evidence: Decrease in spring ODRs			
9/14/17	PBIS team will recognize Students of the Month for displaying positive behavior.		Lydia Mayberry	05/01/2020

	<i>Notes:</i> Teachers from each grade level will nominate students to be recognized for displaying positive behaviors. Each month highlights a different character trait.			
5/3/18	PBIS will hold quarterly, school-wide events to recognize students' positive behavior.		Lydia Mayberry	05/01/2020
	<i>Notes:</i>			
9/14/17	PBIS team will have bi-weekly prize drawings to recognize students' positive behavior.		Lydia Mayberry	05/08/2020
	<i>Notes:</i> Students will submit tickets they earn for positive behavior for prizes they would like to win. Started 8/16			
9/14/17	Revisit BARK matrix with students each month and following long breaks from school after holidays and extended snow days.		Lydia Mayberry	05/08/2020
	<i>Notes:</i>			
9/14/17	SAP will meet with CORE team weekly to address students' social, emotional, etc., needs. Interventions will be provided as needed.		Lacey Campbell	05/15/2020
	<i>Notes:</i> Data source: CORE Team minutes Interventions include providing student mentors.			
9/14/17	Revisit Capturing Kids Hearts classroom social contracts regularly and refer to them when re-directing behavior.		Kelly Campbell	05/22/2020
	<i>Notes:</i> Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			
9/14/17	Continue implementation of Capturing Kids Hearts strategies by greeting students at the doors, starting classes with Good Things, and checking student behavior with hand signals.		Kelly Campbell	05/22/2020
	<i>Notes:</i> Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			
9/14/17	PBIS coach meets with grade levels monthly to discuss ODR data, as well as student referrals.		Lydia Mayberry	05/22/2020
	<i>Notes:</i> Data source: Grade level agendas			
9/14/17	Provide training to volunteers and community mentors following approval from Race St. in regards to background check.		Lydia Mayberry	05/22/2020

Notes: Data source: Signed forms and log

Training occurs as needed

9/28/17 Goal team three will review Office Discipline Referral data monthly.

Lydia Mayberry

05/22/2020

Notes: Dates for Goal Team ODR data analysis:

The first month of ODR data will be used as a baseline to determine where professional practice can be improved. After changes are made, the next month of ODR data will be used to compare to the previous month.

ODR data is also compared to last year's months and numbers to monitor improvements and needs for improvement.

9/10/18 Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.

Wellman and
Campbell

05/22/2020

Notes:

9/10/18 Admin, SAP, and guidance will continue to implement Restorative Justice practices.

Kelly Campbell

05/22/2020

Notes:

1/24/19 Truth Girls will take place after school each week to support girls' needs.

Emily Reynolds

05/22/2020

Notes: Started 8/21/2019

2/8/19 CKH process managers will provide monthly support during grade levels to sustain implementation of CKH.

Kristen Goodwin

05/22/2020

Notes:

8/28/19 All certified staff will participate in a Ruby Payne book study to continue expanding knowledge of serving our students.

Kelly Campbell

05/22/2020

Notes:

1/24/19 Summer transition camp will be provided to rising 6th graders to help them feel more prepared and comfortable in a new school environment.

Monica Setzer

07/31/2020

Notes:

9/14/17 Train tier 1-2-3 behavior interventions.

Complete 09/10/2019

Lydia Mayberry

09/09/2020

Notes: Data source: Grade level agendas

Mayberry trains teacher in grade level meetings on interventions, including check-in/check-out and ABC checklists at the beginning of the year and as needed. L. Campbell trains teachers on the Core team process.

Mayberry meets with teachers in grade levels to review ODR data monthly.

8/28/19 All staff will participate in suicide prevention training provided by the district.

Kelly Campbell

09/30/2020

Notes:

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>		Many steps are in place to help students effectively transition from elementary to middle and middle to high. However, there are limited steps in place to help students transition from 6th to 7th and from 7th to 8th. Elementary to Middle transition steps include: Spring school tour visits; principal visits to elementary schools; band recruitment; summer transition camp to participate in group activities, practice routines, & meet teaches and peers; Crosby Scholars; open house; counselor teaching lessons in 6th grade classrooms; support groups; and Core team Middle to High transition steps include: CTE classes, guidance counseling, visits from Early College & HS counselors, visits from students explaining options for high schools, 8th grade visit to CATS, support groups Transition between grade levels in middle school include: parent conferences, open house, student handbook with expectations, student grade level meetings with principal, and Core team	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
Notes:					

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Quality of professional development

	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																																			
<p><i>Initial Assessment:</i></p>			<p>School: Student performance data and classroom observation data is analyzed to determine teacher needs. We have provided surveys to teachers to also get feedback on what their needs are. We provide PD based on these needs, but could use district support in order to address these needs completely. LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.</p> <p>As of 2018-2019, SMS is identified as Targeted Support and Improvement School-Consistently Underperforming (TSI-CU) and Targeted Support and Improvement School-Additional Targeted Support (TSI-AT). We are identified with the above labels based on subgroup data for black students, economically disadvantaged students, English language learners, hispanic, multi-race, and student with disabilities.</p> <p>EVAAS composite growth status 2016-2017: 22.8/not met</p> <p>EVAAS composite growth status 2017-2018: 24.3/met</p> <p>Subgroup Data based on 2017-2018</p> <p>Overall School Performance Grade</p> <table border="1" data-bbox="380 1117 898 1528"> <thead> <tr> <th>Subgroup</th> <th>Achiev</th> <th>Growth</th> <th>Perf</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>23.8</td> <td>75.7</td> <td>34</td> <td>F</td> </tr> <tr> <td>BLCK</td> <td>15.9</td> <td>71.9</td> <td>27</td> <td>F</td> </tr> <tr> <td>HISP</td> <td>25.0</td> <td>82.1</td> <td>36</td> <td>F</td> </tr> <tr> <td>MULT</td> <td>16.7</td> <td></td> <td>17</td> <td>F</td> </tr> <tr> <td>EDS</td> <td>22.5</td> <td>77.1</td> <td>33</td> <td>F</td> </tr> <tr> <td>ELS</td> <td>16.6</td> <td>82.3</td> <td>30</td> <td>F</td> </tr> </tbody> </table>	Subgroup	Achiev	Growth	Perf	Grade	ALL	23.8	75.7	34	F	BLCK	15.9	71.9	27	F	HISP	25.0	82.1	36	F	MULT	16.7		17	F	EDS	22.5	77.1	33	F	ELS	16.6	82.3	30	F	<p>Limited Development 11/01/2016</p>		
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SMS met growth in all subgroups in 2017-2018.

Using 2015-2016 as a baseline year, 5.4% of all students were proficient in math and 4.8% of EDS students were proficient in math. NCDPI calculated that student proficiency should increase by 2.709% for all students each year in math and increase by 3.2% for EDS students each year in math. In the 2017-2018 school year, the goal for all students was 8.1% proficiency, however only 6.9% of all students were proficient in math. For EDS students, the goal was 8%, however only 5.7% of EDS students were proficient in math. The 2018-2019 goal set by NCDPI is for 10.8% of all students to be proficient and 11.2% of EDS students to be proficient.

Using 2015-2016 as a baseline year, 14.3% of all students were proficient in reading and 10.9 of EDS students were proficient in reading. NCDPI calculated that student proficiency should increase by 2.003% for all students each year in reading and increase by 2.464% for EDS students each year in reading. In the 2017-2018 school year, the goal for all students was 16.3% proficiency, however 19.3% of all students were proficient in reading. For EDS students, the goal was 13.4%, however 18.4% of EDS students were proficient in reading. The 2018-2019 goal set by NCDPI is for 18.3% of all students to be proficient in reading. However since this has already been met, SMS's goal is for 21.3% of all students to be proficient in reading. The 2018-2019 goal set by NCDPI is for 15.8% of EDS students to be proficient in reading. However, since this goal has already been met, SMS's goal is for 20.4% of EDS students to be proficient in reading.

How it will look when fully met:

Use school performance data to drive school improvement and professional development related to curriculum needs. Data used to drive curriculum needs includes:

*EOG data--Analyzed by admin, goal teams, and teachers over the

Kelly Campbell

10/31/2019

summer to determine student placement, teacher placement, SIP goals, and PDPs

*EVAAS--Analyzed by admin, goal teams, and teachers during the fall to determine student placement, teacher placement, SIP goals, and PDPs

*iReady (ELA and Math) -Diagnostic--Administered 3 times per year and analyzed to determine MTSS placement and classroom differentiation needs

*District benchmarks (Social Studies, Science, and Wheel) -Baseline test is administered at the beginning of the year and is based on current grade level standards. Data is analyzed to determine students' current level of understanding and instruction is differentiated based on student needs. -Benchmarks are administered quarterly and are based on current grade level standards. Data for standards that have been taught is analyzed and compared to previous test data to determine student growth and instructional needs. Teachers differentiated and spiral instruction based on the data.

*CFAs -Administered every 4 1/2 weeks and include standards that have been taught. Data is analyzed to determine student mastery and instructional needs. Teachers provide small group instruction that is differentiated based on these needs.

Use classroom observation data to drive PD related to instructional and behavioral needs. Data used includes: *CWTs *Formal observations *Informal observations *Basic 5 observations *Peer observations. In addition to the data above, teacher surveys will be administered quarterly in order for them to identify PD they are interested in or feel they need. Based on this data, the goal team would determine, schedule, and develop PD that would address teacher needs in order for them to successfully deliver classroom instruction that meets students' needs. The PD may be provided individually as coaching, in small groups, and/or to the entire faculty. PD would focus on what the data means, how to use the data to drive instruction, how to successfully implement stations/groups, how to differentiate instruction, understanding standards, effective instructional strategies, etc. Teachers who are successful in these areas would be empowered to be leaders by having them lead professional development. Follow-up coaching would be provided both individually and in PLCs to ensure successful implementation and provide necessary support. Evidence of objective being met: *Goal team minutes *PLC minutes *Data day minutes *Data analysis documents *Lesson plans that are data-driven

and include differentiated small group instruction *PD agendas and sign-in sheets *Increase in number of teachers presenting PD *Class observations reflect implementation of PD Outcomes: *By October 2019, all teachers will meet EVAAS growth and at least 25% will exceed EVAAS growth. *Formal teacher observations should show growth from developing and proficient to accomplished and distinguished

District: School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review teacher observation data, that will be provided quarterly by the HR department, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.

Actions		12 of 23 (52%)		
12/9/16	Establish quarterly process and template to analyze CWT data for trends	Complete 08/08/2017	Jed Stus	07/11/2017
<i>Notes:</i> SWOT will be done quarterly per CWT timeline starting the next				
12/9/16	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/10/2017

Notes: Real time completion will by systematically revisited
 Keys To Literacy
 Letterland
 Keys to Vocabulary
 Math Foundations
 TransMath
 Corrective Reading
 SIP planning
 MTSS best practices - behavior and tier I
 Learning by Doing

12/9/16 Develop continuum of professional development opportunities. Complete 08/08/2017 Jed Stus 08/10/2017

Notes: Real time completion will by systematically revisited
 Keys To Literacy
 Letterland
 Keys to Vocabulary
 Math Foundations
 TransMath
 Corrective Reading
 SIP planning
 MTSS best practices - behavior and tier I
 Learning by Doing

12/9/16 Utilize the data obtained through analysis to determine PD needs. Complete 08/08/2017 Jonathan Ribbeck 09/10/2017

Notes: Real time completion will by systematically revisited
 Keys To Literacy
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 Learning by Doing

12/9/16 Develop schedules for quarterly site visits and data analysis Complete 04/09/2018 Melanie Taylor 04/30/2018

Notes:

1/24/19 Develop a plan for addressing needs of our economically disadvantaged students. Complete 05/31/2019 Kelly Campbell 06/08/2019

Notes: As additional steps are determined, they will be added to the plan.

9/14/17	Leadership team will analyze data monthly during leadership team meetings in order to monitor effectiveness of instruction and student progress.	Complete 06/11/2019	Kelly Campbell	06/15/2019
<i>Notes:</i> Data source--Leadership team minutes				
1/24/19	Identified staff will attend AVID training in Tampa, FL to begin preparing for implementation during the 2019-2020 school year.	Complete 06/28/2019	Kelly Campbell	06/28/2019
<i>Notes:</i>				
11/9/16	PD on Lesson Plans and expectations	Complete 08/01/2019	Kelly Campbell	08/01/2019
<i>Notes:</i> 2017-2018 The CNA team worked on setting and communicating clear expectations for students and staff. Since academics are of importance, the expectations on lesson plans needs to be communicated clearly so staff can adhere to them. This will be revisited each quarter for support. Teachers who need extra support will receive it more often.				
9/14/17	Create a PD Calendar for teachers and leadership to refer to in order to ensure that everyone is aware of opportunities and PD Is strategically planned.	Complete 08/01/2018	Kelly Campbell	08/01/2019
<i>Notes:</i> Data source: Google Calendar				
9/4/19	AVID team will introduce the processing notes FNT strategy.	Complete 09/03/2019	Kelly Campbell	09/03/2019
<i>Notes:</i>				
9/4/19	AVID team will introduce the Connect to Thinking FNT strategy.		Kelly Campbell	10/01/2019
<i>Notes:</i>				
11/9/16	Core teachers will receive PD on EVAAS data.		Janna Sells	10/30/2019
<i>Notes:</i> ELA and Math teachers will dig into their data in December and report to staff in January.				
9/4/19	AVID team will introduce the Summarize and Reflect FNT strategy.		Kelly Campbell	11/05/2019
<i>Notes:</i>				
9/4/19	AVID team will introduce the Review FNT strategy.		Kelly Campbell	01/07/2020
<i>Notes:</i>				
11/9/16	Professional conversations regarding meaning of teacher evaluations and what accomplished and distinguished look like.		K Campbell & Wellman	01/31/2020
<i>Notes:</i> Admin will lead conversations with teachers about the evaluation instrument. They will discuss the difference between the four levels within each standard and element. Teachers will be provided with information how to grow in elements/standards on which they score low.				

9/4/19	AVID team will introduce the Apply Knowledge FNT strategy.		Kelly Campbell	02/04/2020
	<i>Notes:</i>			
9/14/17	Content coaches will provide training and assistance during PLCs on effectively analyzing data and using it to change instruction to meet students' needs.		Content Coaches	05/22/2020
	<i>Notes:</i> Data source: PLC agendas ELA: Campbell and Fox Math: Wellman and Kosal Science: Wellman and Paslay SS: Campbell and Worthington			
9/28/17	Fidelity checks will take place using classroom walk through data monthly.		Kelly Campbell	05/22/2020
	<i>Notes:</i> The first month of CWT data will be used as baseline to determine PD needs. After PD is delivered, the next month of walk through data will be used to compare to the baseline data.			
9/14/17	Data days will be utilized to analyze student data and develop differentiated, data-driven instruction.		Content Coaches	05/22/2020
	<i>Notes:</i> Data source: Data day agendas and teacher analysis documents. Data days will be completed after each NC/ISS Check-In to analyze student data and plan instruction accordingly. ELA: Fox Math: Kosal Science: Paslay SS: Worthington			
11/9/16	Coaching Sessions with Content Coaches - Beginning teachers or teachers new to SMS		Kelly Campbell	05/22/2020
	<i>Notes:</i> Beginning teachers and teachers new to SMS meet with the Instructional Facilitator at least once a month for coaching, but this can be increased if requested by teacher or admin. ELA: Fox Math: Kosal Science: Paslay Social Studies: Worthington			
11/9/16	PD on iReady data reports for ELA, Math, and Bulldog remediation teachers		Fox and Kosal	05/22/2020

Notes: Math and ELA teachers will be provided PD on how to access, read, and communicate iReady data reports.

9/4/19 AVID team will introduce AVID and focused note taking to staff

Complete 08/01/2019

Kelly Campbell

08/01/2020

Notes: