

Comprehensive Progress Report

Mission: We, the staff of East Iredell Middle School, are committed to providing a high quality education in a safe, positive environment so our students will become life-long learners and leaders in a digital, global society. Our Vision: EIMS: Where every child has a dream and all staff help them achieve it.

Vision: EIMS: Where every child has a dream and every adult gives them the tools to achieve them.

- Goals:**
- Alter the text and click the 'Update' link. Be sure to 'Save' when done.
1. All students will receive research-based interventions, curriculum supports, and/or challenging enrichment in order to gain at least one year's growth in reading and math.
 2. All students will abide by the social contracts established in each classroom.



! = 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
<i>Initial Assessment:</i>			Each subject/grade level PLC is required to reserve one day per week as a "protected planning day." This day is reserved for creating quality lesson plans. Teachers are supported by administration, and content coaches. Teachers create and receive unit plans from teacher leaders which are made as part of Curriculum Review Week. The district selects teachers for Curriculum Review Week that have proven success in the classroom to develop these units. Teachers are expected to adhere to the district pacing guides. We recognize that we need to work on vertical alignment and alignment to standards. We also recognize that the units developed in Curriculum Review Week need to be reviewed for lesson plan design/alignments, pacing, scope and sequence.	Limited Development 10/03/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully met, our plans will be developed in a way that meets the following: Development: -Grade Level and/or subject PLCs will meet to share research, resources, ideas, and share solutions. In addition to reevaluating any existing units, this team of teachers will also use a strong vetting process to ensure that new units are aligned to the standards, student needs, and research. According to Redding (2007) these teachers will need to build these units using a wide variety of resources such as curriculum guides, textbooks, commercial materials, teacher-created resources. These plans should be created and taught by everyone teaching that particular grade level and subject. This team will: 1. Determine the concepts, principles, and skills that will be covered within the unit. 2. Identify the standards/benchmarks that apply to the grade level and unit topic. 3. Develop all objectives that clearly align to the selected standards/benchmarks. 4. Arrange the objectives in sequential order. 5. Determine the best objective descriptors. 6. Consider the most appropriate elements for mastery and constructs criteria for mastery. 7. Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. (p. 103) Special Education: Special Education teachers need to be an integral part of this PLC in order to help teachers build capacity for differentiating instruction and for building units that include standards related to the IEP of their students with disabilities. English Language Learners: In the same way that Special Education teachers help to build capacity, ELL teachers on these teams work the same ways. Teachers will use research-based strategies, such as SIOP, to build language skills for ELL students. With our student population having deficits in vocabulary, the strategies to reinforce language development will help all of our students.</p>		Objective Met 05/21/19	Dawn Hennessey	06/07/2019
Actions					
10/16/16	Departments will create plans for implementing Ready and iReady. These plans will include how this program will be used during Knight Time and the CREW (intervention) classes.		Complete 09/21/2016	Leigh Brown	09/21/2016
<i>Notes:</i>					
10/16/16	Grade Level PLCs will determine the best path to Ready implementation.		Complete 09/20/2016	Leigh Brown	09/21/2016

	<i>Notes:</i> The grade level and subject PLCs will determine how to support the instructional units with the Ready materials. This will be reviewed throughout the year as we learn how to best implement this new program.			
10/16/16	Students will take the next Diagnostic test.	Complete 05/03/2017	Natalie Kelly	05/03/2017
	<i>Notes:</i> Diagnostic 2 was given 1/25/17. Diagnostic 3 given on 5/3/17			
10/16/16	The School Improvement Team will review the Diagnostic data and determine the appropriate next steps.	Complete 05/16/2017	Leigh Brown	06/06/2017
	<i>Notes:</i> 10/4/16-Discussed results from Diagnostic 1 1/31/17-Discussed results from Diagnostic 2 5/16/17-Discussed results from Diagnostic 3			
10/16/16	The Departments and/or Grade level PLCs will review lesson plans and provide feedback to teachers.	Complete 06/06/2017	Pam Bumgarner	06/08/2017
	<i>Notes:</i> This ongoing weekly during PLCs.			
10/16/16	The Admin Leadership Team will review how often the iReady program is being used during weekly meetings.	Complete 06/06/2017	Tonya Houpe	06/08/2017
	<i>Notes:</i> This is ongoing.			
10/16/16	Teachers will receive training on Ready and iReady.	Complete 06/06/2017	Tonya Houpe	06/08/2017
	<i>Notes:</i> Teachers received training at the beginning of the year and have received multiple district trainings through Early Release Days. We also had a formal training on 1/10/17.			
9/22/17	In Department Meetings, all teachers will use Backward Design to review unit plans, offer feedback, and review results.	Complete 09/26/2017	Vance Goode	09/26/2017
	<i>Notes:</i>			
9/22/17	All ELA and Math teachers will use the units developed in Curriculum Review Week to implement the Ready program with fidelity.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
	<i>Notes:</i>			
9/22/17	All teachers with unit plans developed by Curriculum Review Week teachers will use the plans as their main lesson plans, although they will need to add to these plans.	Complete 09/29/2017	Vance Goode	09/30/2017
	<i>Notes:</i>			
9/22/17	Teachers will administer Diagnostic assessments in iReady.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
	<i>Notes:</i>			
9/22/17	The admin Leadership Team will monitor iReady usage during weekly Leadership Team PLC meetings.	Complete 09/29/2017	Tonya Houpe	09/30/2017

<i>Notes:</i>				
9/22/17	Teachers will administer Baseline Assessments for Science and Social Studies.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
<i>Notes:</i>				
9/22/17	Science and Social Studies teachers will report test results to SIT.	Complete 10/03/2017	Vance Goode	10/03/2017
<i>Notes:</i>				
9/22/17	Diagnostic Data, Check In Data, and Fitnessgram Data will be reported to SIT.	Complete 10/03/2017	Vance Goode	10/03/2017
<i>Notes:</i>				
9/22/17	All teachers will develop plans that begin with the skills tested in an assessment, and then plan lessons accordingly through a backward Design Approach.	Complete 10/31/2017	Vance Goode	10/31/2017
<i>Notes:</i>				
9/22/17	6th Grade ELA, 6th Grade Math, and 7th Grade ELA will analyze the NC Check In Data and make course corrections based on Data.	Complete 02/06/2018	Dawn Hennessey	02/27/2018
<i>Notes:</i> 11/7/2017 NC Check In Data analyzed during PLCs. 2/6/18 Data analyzed.				
9/20/18	Teachers will attend professional development in their assigned content area.	Complete 08/20/2018	Tonya Houpe	08/20/2018
<i>Notes:</i>				
10/16/16	Students will take initial Diagnostic Tests in iReady.	Complete 09/21/2018	Lisa Brooks	09/21/2018
<i>Notes:</i>				
2/5/19	Students will take iReady Diagnostic Test 2.	Complete 12/14/2018	Lisa Brooks	12/14/2018
<i>Notes:</i>				
2/5/19	All teachers will develop plans based on the data shown from the assessment, and then plan lessons accordingly.	Complete 01/04/2019	Vance Goode	01/04/2019
<i>Notes:</i>				
9/20/18	Administration will conduct classroom walk throughs to ensure that pacing guides and district expectations are being followed.	Complete 05/17/2019	Tonya Houpe	05/17/2019
<i>Notes:</i> Classroom walk throughs will occur weekly. This process will be reviewed by the target date.				
Implementation:		05/21/2019		

	<p>Evidence</p> <p>2/6/2018 11/7/2017 NC Check In Data analyzed during PLCs. 2/6/18 Discussed results from Diagnostic 2.</p> <p>6/6/2017 10/4/16-Discussed results from Diagnostic 1 1/31/17-Discussed results from Diagnostic 2 5/16/17-Discussed results from Diagnostic 3</p>				
	<p>Experience</p> <p>2/6/2018 2/6/18 Improvement shown from initial test.</p> <p>6/6/2017 Results of Diagnostic Tests showed improvement from initial test.</p>				
	<p>Sustainability</p> <p>2/6/2018 2/6/18 Continue to analyze data and make adjustments to instruction.</p> <p>6/6/2017 Continue to adjust instruction based on results from test and also make changes in Knight Time remediation groups as necessary.</p>				
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Currently at East Iredell Middle School, staff are creating a culture that promotes college and career readiness. At East Iredell Middle School students are exposed to the college application process through Naviance exercises such as Roadtrip Nation and exploring Career Clusters. Activities with the Crosby Scholars program introduces students to college campuses, challenges of the college application process, and how to find support to be successful. Students at East Iredell Middle School are introduced to asking for teacher recommendations as they prepare to apply to any of the Early College Programs in Iredell-Statesville Schools. Programs like Crosby Scholars, Truth Girlz and Early Colleges introduce students to the application process. Parents are invited to at least two parent nights a year promoting financial planning for college, offering college information, and career and technical education options for students as they enter high school. The Social Studies department with support from the counseling department plans the Reality of Money for all 7th graders each year. The CTE department uses Edge Factor and EverFi to assist students in relating what they learn in all classes with possible future careers. Each year East Iredell Middle plans a Speaker Day highlighting people from our community and their careers and paths that they have taken to get to their career choice. Students are given the opportunity to have leveled remediation so that they may work on specific academic gap areas. Remediation groups are flexible and students may move to another area of support when needed throughout the school year.

Limited Development
09/05/2019

How it will look when fully met:

Each member of the East Iredell Middle School staff will promote a culture of achievement using strategies and information from purposeful professional development and PLC data related to career and college success. Teachers will regularly use programs such as Naviance to guide students in career and college exploration. Students with staff support will routinely practice goal setting and celebrate goal achievement. Through parent nights, parent-teacher conferences, social media, email and traditional mail, East Middle will inform families of ways in which students are practicing the application process, such as the Early College application and acceptance process. Teachers across all disciplines will plan instruction that encourages students to connect what they learn with possible careers of college decisions.

In order to build a culture of college and career readiness across the school in all subject areas, East Middle will be implementing new activities and initiatives. Through the GEAR UP grant students will be given the opportunity to visit college campuses throughout the year. Through the GEAR UP grant teacher will receive AVID professional development quarterly. As partners Mitchell Community College, Appalachian State and Gardner-Webb University will support FAFSA and CFNC events at East Iredell Middle. Teachers will work with students on career and college exploration using Naviance on a regular basis. A team of teachers, counselors and administrators will receive AVID training in the summer of 2019. AVID, Advancement Via Individual Determination, will be implemented as an elective class and AVID strategies will be used school-wide. Using WICOR as an anchor for all subject areas will be a focus in the 2019-2020 school year. Advisory lessons will include career and college exploration and social-emotional health focus. Students will use time during advisory to self-reflect on class performance and mastery. The Social Studies department will implement the BIG 6 project across all grade levels. The CTE department will sponsor STEM trips to Mitchell Community College, visits to local businesses and an 8th grade tour of the Career and Technical School.

Jennifer Weigold

06/11/2021

Actions

4 of 11 (36%)

9/5/19 Accepted Participation in the Gear Up Grant

Complete 01/30/2019

Tonya Houpe

01/30/2019

Notes:

9/5/19	Interview for and hire Graduation Coach	Complete 01/30/2019	Tonya Houpe	01/30/2019
	<i>Notes:</i>			
9/5/19	Select Teachers for AVID Summer Institute	Complete 03/30/2019	Tonya Houpe	03/30/2019
	<i>Notes:</i>			
9/5/19	Team, including the principal, grad coach, counselor, and teachers attend the AVID Summer Institute in Tampa, FL.	Complete 06/28/2019	Tonya Houpe	06/30/2019
	<i>Notes:</i>			
9/5/19	Identify priority areas for the school to work on: Focused note taking and data driven instruction		Rebecca Wilbur	06/30/2019
	<i>Notes:</i>			
9/5/19	Select students for AVID elective classes		Tonya Houpe	08/01/2019
	<i>Notes:</i>			
9/5/19	Develop a plan for a 7th grade students to host a student led conference night in which they will present a portfolio to their parents regarding high school choice and post-secondary plans.		Rebecca Wilbur	10/31/2019
	<i>Notes:</i>			
9/5/19	Provide additional training for staff who were not trained at Summer Institute.		Tonya Houpe	10/31/2019
	<i>Notes:</i>			
9/5/19	Develop a plan for the 2nd Annual Knights Night for Success.		Juli Smalley	12/01/2019
	<i>Notes:</i>			
9/5/19	Train teachers in WICOR strategies		Tonya Houpe	06/01/2020
	<i>Notes:</i>			
9/5/19	All academic teachers will implement the use of the WICOR strategies, to include Focused Note Taking and Goal Setting.		Tonya Houpe	06/01/2020
	<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	

Initial Assessment:

We offer different tiers of support in the classroom, as we follow MTSS. Our teachers use the Ready program in conjunction with standards-aligned instructional units to deliver core instruction. Our students also have access to the iReady program, which is an online program that tailors lessons to individual student needs. This program is an integral part of our Tier 1 Core Instruction. For Tier 2, we provide intervention time for forty-five per day. Teachers focus on reading or math gap areas during this time. We also provide another layer of support, as our Tier 3, for students needing the highest level of instructional support, by delivering research-based interventions, according to the child's individual needs. .

This year, a major focus of our work will be to develop, monitor, and track the effectiveness of the Tier 2 interventions. Grade level teams have been tasked with using data to group students, create lessons based on instructional gaps, and to deliver small group instruction using research-based intervention strategies.

Teacher data is reviewed in post conferences, along with the lesson that was observed. The principal and assistant principal review this data and observations to form a conversation about improvement. The initial observation and post conference help to drive the conversation for the teachers' Professional Development Plans. Professional Development Plan conversations begin at the summative conference from the prior year and are further discussed at the first post conference. These plans are based on the teacher's personal goals for professional growth and feedback given at the post conference.

Limited Development
10/04/2016

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>1. PLCs will ensure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards, as identified by the district pacing guides when provided. PLCs will create units of instruction, complete with formative assessments, and evaluate these plans as a PLC and/or department. (This goal is outlined in A 2.04)</p> <p>2. Knight Time teachers will provide personalized instruction based on the identified instructional gaps as evidenced by information gained from iReady diagnostics, NC Check-ins, benchmark assessments, and student work samples.</p>			Tonya Houpe	06/07/2020
Actions			16 of 37 (43%)		
12/6/16	The Administrative Leadership Team will establish a plan for Professional Development based on teachers' needs.		Complete 01/31/2017	Tonya Houpe	06/08/2017
	<i>Notes:</i> The plan was completed and is on file and in principal's office.				
9/29/17	Students at-risk for failing grades, attendance, and/or behaviors will be named during monthly Team PLCs.		Complete 09/19/2017	Becky Rader	09/19/2017
	<i>Notes:</i>				
9/29/17	Identified students will be referred to their Advisory Teacher to monitor. Monitoring may include Check and Connect, referral to Core Team, and/or referral to admin for The Dream Big Group.		Complete 10/31/2017	Becky Rader	10/31/2017
	<i>Notes:</i>				
9/29/17	At the end of the 1st quarter, failures from each grade level will be identified and added to the monitoring list, if not already on the list.		Complete 11/15/2017	Tonya Houpe	11/15/2017
	<i>Notes:</i>				
9/29/17	6th Grade failures will receive a one on one session to determine how we can get the child back on track.		Complete 01/30/2018	Natalie Kelly	01/30/2018

Notes: -At this time there are no 6th graders that are failing 3 or more core classes. Students will continue to be monitored.
 -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
 -All 28 students received a change in schedule to provide curriculum assistance with 2 teachers, for one hour per day
 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17	7th grade failures will be placed in the Dream Big group.	Complete 01/30/2018	Tonya Houpe	01/30/2018
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Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
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Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17	8th grade failing students will be placed in the Dream Big group.	Complete 01/30/2018	Tonya Houpe	01/30/2018
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Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
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 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17	The Dream Big group will complete monthly activities to get them on the right path, including targeted field trips to CATS, MCC, etc.	Complete 01/30/2018	Natalie Kelly	01/30/2018
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Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
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 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/20/18	Teachers will review historical EOG data, iReady diagnostics, and any other pertinent data to determine which children need enrichment classes or academic interventions during Knight Time.	Complete 09/07/2018	Lisa Brooks	09/07/2018
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Notes:

9/20/18	Grade Level Teams will homogeneously group students needing intervention and match these groups to the teacher who best grows that level of students according to EVAAS data.	Complete 09/21/2018	Lisa Brooks	09/21/2018
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	<i>Notes:</i>			
9/20/18	Admin will develop a walk through instrument for Knight Time classes based on the best practices for Tier 2 intervention.	Complete 09/28/2018	Lisa Brooks	09/28/2018
	<i>Notes:</i>			
9/20/18	Admin will share the Tier 2 walk through instrument with the SIT.	Complete 10/02/2018	Lisa Brooks	10/02/2018
	<i>Notes:</i>			
9/20/18	Admin will conduct Tier 2 walk throughs during Knight Time classes in order to provide teachers with feedback and improve instruction. Focus will be on small group instruction.	Complete 05/01/2019	Tonya Houpe	05/01/2019
	<i>Notes:</i> This process will be reviewed on the target date.			
9/5/19	Add additional sections of advanced class per subject/per grade level	Complete 07/29/2019	Tonya Houpe	06/30/2019
	<i>Notes:</i>			
9/5/19	Use End of Year data (iReady Diagnostics, EOG scores, classroom grades, and/or teacher recommendations) to separate students into intervention or enrichment Knight Time classes.	Complete 07/31/2019	Tonya Houpe	07/31/2019
	<i>Notes:</i>			
9/5/19	Using the Instructional Grouping Report from Ready, group students according to need in Reading or Math	Complete 08/09/2019	Lisa Brooks	08/10/2019
	<i>Notes:</i>			
9/6/19	Review the shield criteria at staff meeting		Renee Jewell	09/10/2019
	<i>Notes:</i>			
9/6/19	Request funding for Shield Store		Elise Sholar	09/15/2019
	<i>Notes:</i>			
9/6/19	Develop Criteria for Welcome Wagon/Wellness Wagon		Elise Sholar	09/17/2019
	<i>Notes:</i>			
9/6/19	3. Conduct a survey for student input on absence emails		Elise Sholar	09/24/2019
	<i>Notes:</i>			
9/6/19	Create a recognition for Perfect Attendance		Christa Grega	09/24/2019
	<i>Notes:</i>			
9/6/19	All teachers attend suicide awareness PD.		Tonya Houpe	09/30/2019
	<i>Notes:</i>			
9/6/19	Deploy the Welcome Wagon/Wellness Wagon		Jacey Gorman	09/30/2019
	<i>Notes:</i>			
9/6/19	Compile a list of OSS students and number of days for each kid.		Elise Sholar	09/30/2019

<i>Notes:</i>				
9/6/19	All teachers implement weekly Morning Meeting in classes.		Tonya Houpe	10/15/2019
<i>Notes:</i>				
9/5/19	Teachers will analyze data and compare to student schedules/instructional groupings after Diagnostic 2 testing.		Lisa Brooks	11/15/2019
<i>Notes:</i>				
9/5/19	Schedule Change requests will be submitted accordingly based on data analysis of BOY Diagnostic and Diagnostic 2. .		Lisa Brooks	11/15/2019
<i>Notes:</i>				
9/5/19	Evaluate the effectiveness of additional advanced classes, based on classroom performance, iReady Diagnostics, and NC Check-ins. (Reading & Math)		Lauren Roberts	11/15/2019
<i>Notes:</i>				
9/6/19	Informal walkthroughs and checking Noviance to make sure lessons are being completed.		Rebecca Wilbur	11/30/2019
<i>Notes:</i>				
9/6/19	Analyze OSS data and determine next steps.		Elise Sholar	11/30/2019
<i>Notes:</i>				
9/5/19	Teacher will analyze data with content coaches after all NC Check Ins/Benchmarks.		Johanna Carrion	05/01/2020
<i>Notes:</i>				
9/5/19	Every teacher will have a PDSA system in place in order to address learning gaps and analyze effectiveness of learning strategies.		Tonya Houpe	06/01/2020
<i>Notes:</i>				
9/5/19	Math and Reading Teachers will give the Beginning/Middle/End of Year Diagnostic		Lisa Brooks	06/01/2020
<i>Notes:</i>				
9/5/19	Student performance will be reviewed monthly to ensure students are appropriately placed in Tiers 1, 2, and 3.		Amber Wansley	06/01/2020
<i>Notes:</i>				
9/5/19	Knight Time teachers will provide 20 minutes a week for each subject on I-Ready in order for students will passes 1 lesson per week in ELA and Math.		Sarah Johnson	06/01/2020
<i>Notes:</i>				
9/5/19	No Red Ink will be used by all ELA teachers on a bi-weekly basis.		Leigh Brown	06/01/2020

<i>Notes:</i>				
9/5/19	Academic teachers will be using a subject- specific online learning tool on a weekly basis.		Lauren Roberts	06/01/2020
<i>Notes:</i>				
Implementation:		05/21/2019		
Evidence	<p>3/12/18 The school's administrative leadership team will make a formal plan for professional development. This plan will be based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. Data from the Dream Big group will be analyzed for student growth.</p> <p>6/6/2017 The school's administrative leadership team made a formal plan for professional development. This plan was based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. I</p>			
Experience	<p>3/12/18 PLCs are improving instruction based on needs. Dream Big groups are improving instruction based on needs.</p> <p>6/6/2017 PLCs are improving instruction based on needs.</p>			

Sustainability

3/12/18

PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will continue to create units of instruction. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument. The principal and assistant principal will continue to monitor students who may be failing 3 or more classes to get them into curriculum assistance.

6/6/2017

PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will create units of instruction, complete with formative assessments, and evaluate these plans as a PLC and/or department. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument.

	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:			We are currently in Year 4 of our implementation of Capturing Kids' Hearts. We are still experiencing a high amount of Office Discipline Referrals, costing our students and teachers a loss of instructional time. The CKH process is being loosely implemented, with the bulk of implementation on the discipline model instead of the EXCEL model. We also need to ensure we are following the MTSS behavior processes for students moving into Tiers 2 and 3.	Limited Development 10/04/2016		
			Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:			When met fully, all classrooms will show full implementation of Capturing Kids Hearts. This will be evidenced in a decline of office referrals. Other "observables" in the classroom that will suggest full implementation include such things as signed social contracts written by the students, handshakes to greet students at the door, beginning the class with "Good Things" to connect with students, and ending class with a "launch" which is a quote or saying to send students on their way. The Advisory Period teachers will identify students with needs, implement Check In, Check Out as needed, and will identify students who need additional support, either academically or behaviorally. This may be evidenced in PLC notes, referral to the Student Assistance Team, parent conferences, or principal and student conferences. This will require communication among team members, counselors, administration, and parents. Discipline data will also reveal significant decreases in comparison to the data of previous school years.	Objective Met 08/05/19	Elise Sholar	06/07/2019
Actions						
	10/16/16	The daily schedule will be extended by 10 minutes per day. Those 10 minutes will be added to the Homeroom period, to create a 20 minute Advisory Period, which will meet every morning between 1st and 2nd period.	Complete 08/01/2016	Tonya Houpe	08/01/2016	
<i>Notes:</i>						
	10/16/16	All staff will receive Capturing Kids' Hearts training.	Complete 08/26/2016	Tonya Houpe	08/19/2016	
<i>Notes:</i>						
	10/16/16	All staff will select 12-15 students for Advisory Period.	Complete 08/29/2016	Renee Jewell	08/29/2016	

Notes: 8th grade teachers must choose 6th grade students, 6th grade teachers choose 7th graders, 7th grade teachers choose 8th grade students, and Wheel teachers may choose any student in the school. The Advisory teachers will loop with these children until the students move on to high school.

10/16/16	Staff will begin the Capturing Kids' Hearts implementation and all classes will create social contracts.	Complete 09/16/2016	Tonya Houpe	09/16/2016
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Notes:

10/16/16	Students receiving 3 discipline notices will begin Tier 2 of the behavioral MTSS model- meaning the students begin the Check-In Check Out process.	Complete 09/30/2016	Natalie Kelly	09/30/2016
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Notes: Ms. Kelly will work directly with Mrs. Rader and Advisory teachers on the implementation of Check In-Check Out

10/16/16	Discipline Data will be compared at the end of each month and reported to SIT.	Complete 06/06/2017	Tonya Houpe	06/08/2017
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Notes: Discipline Data has been recorded on a spreadsheet.

10/16/16	The Core Team will meet weekly to discuss identified students and create a plan for these children.	Complete 06/06/2017	Becky Rader	06/08/2017
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Notes: Identification will come from Advisory Teachers, classroom teachers, and Grade Level PLC discussions.

10/16/16	The Advocate for Every Child goal team will review this plan and determine the appropriate next steps.	Complete 06/06/2017	Renee Jewell	06/08/2017
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Notes:

10/16/16	Admin Leadership Team will conduct classroom walk-thoughts to determine how well the CKH model is being implemented in the building. Teachers will receive immediate feedback. Teachers may also receive individual coaching and feedback as needed.	Complete 06/06/2017	Tonya Houpe	06/08/2017
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Notes: Office referrals declined this year. Teachers held parent conferences. Classrooms had social contracts in place. Good Things were being discussed at beginning of classes and launches were being implemented at the end of each class. Teachers were coached on a as needed basis. Walk-throughs were not consistent.

9/21/17	Advisory Lessons will be created for each grade level for Goal setting, character education/social issues, and global education.	Complete 08/21/2017	Tonya Houpe	08/21/2017
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Notes:

9/21/17	All teachers will implement the CKH EXCEL model to include handshakes, Good Things, and Launch in every classroom.	Complete 08/31/2017	Bethany Burroughs	08/31/2017
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Notes:

9/22/17	Teachers will sign up to create global lessons that align with their unit plan needed for the Digital Global Educator Badge.	Complete 08/25/2017	Tonya Houpe	09/01/2017
<i>Notes:</i>				
9/21/17	All staff will create social contracts with each class.	Complete 09/01/2017	Burroughs	09/08/2017
<i>Notes:</i>				
9/21/17	The CORE team will meet to discuss the identified at-risk children and/or children in Tiers 2 and 3 of the MTSS model.	Complete 09/20/2017	Becky Rader	09/20/2017
<i>Notes:</i>				
9/21/17	Admin will conduct walk-throughs with specific look-fors regarding CKH implementation.	Complete 09/30/2017	Natalie Kelly	09/30/2017
<i>Notes:</i>				
9/22/17	All staff will start or continue working toward achieving a Digital Global Educator Badge.	Complete 09/30/2017	Kim Johns	09/30/2017
<i>Notes:</i>				
9/21/17	Discipline Data will be reported to SIT monthly.	Complete 10/03/2017	Natalie Kelly	10/03/2017
<i>Notes:</i>				
9/22/17	The Global Champions will determine a recognition process for teachers as they complete a global module.	Complete 11/28/2017	Kim Johns	11/30/2017
<i>Notes:</i> Developed recognition process for teachers as they complete a global module. 1) Pam Bumgarner will inform Kim Johns when a teacher completes a module. 2) Kim Johns will notify Karen Arnette and she will print Global Guru certificate. 3) Certificate and Dress Down Coupon will be put in teacher boxes.				
9/21/17	Teachers will establish leadership roles in their classroom.	Complete 04/11/2018	Bethany Burroughs	04/11/2018
<i>Notes:</i>				
9/21/17	All staff members who did not receive Capturing Kids' Hearts training will be trained.	Complete 06/01/2018	Tonya Houpe	06/01/2018
<i>Notes:</i>				
6/6/17	Admin Leadership Team will continue to conduct classroom walk-thoughts to determine how well the CKH model is being implemented in the building. Teachers will receive immediate feedback. Teachers may also receive individual coaching and feedback as needed.	Complete 06/08/2018	Tonya Houpe	06/08/2018
<i>Notes:</i>				

9/20/18	Our staff will revisit the processes of CKH via a book study of Teaching with Love & Logic which shares the same principles of CKH.	Complete 09/11/2018	Tonya Houpe	09/11/2018
<i>Notes:</i> We will discuss this book at every staff meeting (2nd Tuesday of each month)				
6/6/17	Teachers will continue to implement CKH and all classes will have Social contracts, Greeting at classroom door, Good Things to begin each class and Launches to end each class.	Complete 06/07/2019	Tonya Houpe	06/07/2019
<i>Notes:</i>				
9/20/18	Referral Data will be reviewed weekly at Leadership Team Meetings to ensure Tier process are being handled with fidelity.	Complete 06/07/2019	Becky Rader	06/07/2019
<i>Notes:</i>				
9/22/17	The school will host 4 school-wide events aimed at building a positive atmosphere: Staff v Students Volleyball, Dance, Staff v Students Basketball, and a Talent Show	Complete 06/07/2019	Smalley	06/07/2019
<i>Notes:</i> 11/20/18 Staff v Students Volleyball Game 12/21/18 School Dance 2/28/19 Staff v Students Basketball Game 6/ /19 Talent Show				
Implementation:		08/05/2019		
Evidence	12/13/2018 Data being analyzed			
Experience	12/13/2018 Staff regularly participated in book talk for Love and Logic to acquire new skills and strategies.			
Sustainability	12/13/2018 Continue study of Love and Logic			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
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	
<i>Initial Assessment:</i>		We do have a School Improvement Team that is made up of the principal, assistant principal, instructional facilitator, media specialist, parent, counselor, and a classified representative. Additionally, the chairperson of the 6th grade, 7th grade, 8th grade, and wheel team serve on the SIT. We also have the chairpersons from each of our 4 goal teams and a chairperson from each department on our SIT. We have established bylaws consistent with state requirements for School Improvement Teams. Our SIT meets on the first Tuesday of each month. Our goal teams, which are subsets of the SIT meet on the 3rd Tuesday of each month.	Limited Development 10/04/2016			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully met, our SIT will include all of the current members and possibly more parent representatives. Our SIT will continue to meet twice per month. This year, we are continuing the implementation of the Indistar platform to develop a more strategic process for school improvement planning and evaluation of effective practices. This will be evidenced in our SIT and goal team agendas.	Objective Met 11/08/17	Charlotte Dison	06/09/2017	
Actions						
	12/6/16	Review 5 Challenges with the staff as defined by our Superintendent: Lesson Design and Alignment, Core Instruction, Authentic Evaluation and Coaching, Advocate for Every Child, and Our Brand. This will become our goal teams for the 2016-2017 school year.	Complete 08/30/2016	Tonya Houpe	08/26/2016	
<i>Notes:</i>						
	12/6/16	Teachers will submit their requests for goal team assignment.	Complete 08/26/2016	Vance Goode	08/26/2016	
<i>Notes:</i>						
	12/6/16	The principal will assign goal teams based on teacher requests and skill sets.	Complete 08/30/2016	Tonya Houpe	08/30/2016	
<i>Notes:</i>						
	12/6/16	Teams (Grade level and Goal teams) will elect chairpersons.	Complete 08/30/2016	Tonya Houpe	08/30/2016	
<i>Notes:</i>						

12/6/16	Once all of the elections have been held, the new SIT will convene and elect a chair and vice chair.	Complete 08/30/2016	Tonya Houpe	08/30/2016
<i>Notes:</i>				
12/6/16	The team will set agendas for the year, setting dates for SIT meetings and goal team meetings.	Complete 09/06/2016	Charlotte Dison	09/06/2016
<i>Notes:</i>				
12/6/16	The team will meet twice per month in order to progress monitor, adapt, and evaluate the plan.	Complete 06/06/2017	Charlotte Dison	06/09/2017
<i>Notes:</i> SIT will include all of the current members and possibly more parent representatives. Our SIT will continue to meet twice per month.				
9/29/17	Elect new representatives.	Complete 08/25/2017	Tonya Houpe	08/25/2017
<i>Notes:</i>				
9/29/17	Schedule monthly meetings for the year.	Complete 10/03/2017	Joyce Lingerfelt	10/03/2017
<i>Notes:</i> Dates have been set for SIT meetings and Goal Team meetings. Agendas will be available after each meeting.				
Implementation:		11/08/2017		
Evidence	6/6/2017 Agendas for each meeting have been logged.			
Experience	6/6/2017 Work with indiStar has been challenging but will be ready to continue for next year's SIP.			
Sustainability	6/6/2017 Strive to get parent representative at each SIT meeting.			

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>		Our school currently has teams for 6th grade, 7th grade, 8th grade, and "Wheel" (elective teachers). We also have a Social Committee that is responsible for staff outings, special events (showers for weddings, births, retirements and holiday parties), incentives and prizes, and well wishes for sickness or death in the family. In addition, we have goal teams that are working on school improvement through the lens of our district focus. The Evaluation and Coaching team is charged with core instruction and lesson planning while working with the principal on observation data and teacher needs. The Advocate for Every Child Team is working to implement Capturing Kids Hearts and Advisory Time. The Branding Team is working to further our global initiative. In addition to grade level and goal teams, our teachers also meet as departments to work collaboratively. We have an administrative leadership team that comprises the principal, assistant principal, counselor, and instructional facilitator.	Limited Development 10/04/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, the current work of our teams will continue with the following improvements: -All team members will equally contribute to the work of the team -Meetings and protected times are honored -The school's professional development plan includes training on leadership -Teachers are recognized for their service on teams.	Objective Met 05/21/19	Kim Johns	06/07/2019
Actions					
	12/6/16	The School's plan for professional development will include leadership development.	Complete 03/16/2017	Tonya Houpe	03/31/2017
		<i>Notes:</i> Kim Johns and Pam Bumgarner attended the School Improvement Planning Workshop. Katelyn Finkbiner, Sarah Johnson, Bethany Fuller, Pam, Tonia Rhodes and Tonya Houpe attended Process Champions of Capturing Kids Hearts Training. OnSite ERPDs			
	12/6/16	Agendas and documented work will show every member of the team contributing time, effort, talent, skills, and/or ideas to carry-out plans.	Complete 06/06/2017	Crystal Harris	06/09/2017

	<i>Notes:</i> SIT and Department agendas show documented work with team members participating. PLC teams need to focus on having agendas and keeping them current with minutes and team members contributing.			
12/6/16	Protected Planning will be honored.	Complete 06/06/2017	Tonya Houpe	06/09/2017
	<i>Notes:</i>			
9/22/17	Each team will create a social contract for the team.	Complete 09/01/2017	Pam Bumgarner	09/30/2017
	<i>Notes:</i>			
6/6/17	Agendas and documented work in grade level will show every member of the team contributing time, effort, talent, skills, and/or ideas to carry-out plans.	Complete 06/08/2018	Crystal Harris	06/08/2018
	<i>Notes:</i> This is something that will be continued next school year.			
1/2/19	Protected Planning will be honored.	Complete 05/03/2019	Tonya Houpe	05/03/2019
	<i>Notes:</i>			
1/2/19	Each team will create a social contract for the team.	Complete 05/03/2019	Lisa Brooks	05/03/2019
	<i>Notes:</i>			
1/2/19	Agendas and documented work in grade level will show every member of the team contributing time, effort, talent, skills, and/or ideas to carry-out plans.	Complete 05/03/2019	Kim Johns	05/03/2019
	<i>Notes:</i>			
Implementation:		05/21/2019		
Evidence	5/21/2019 Completed Social Contracts/Protected Planning Time/Grade Level PLC agendas			
Experience	5/21/2019 Grade level teams created social contracts, planning time was protected			
Sustainability	5/21/2019 Continued work in PLCs Continue to make Protected Planning Time a priority			

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
<i>Initial Assessment:</i>			<p>The school's administrative leadership team will have a formal plan for professional development. This plan will take EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans into consideration when planning what professional development is needed and which teachers need to receive the training.</p> <p>The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument. If teachers are deemed to need more intensive support than that of the normal evaluation cycle, the teacher may receive intensive coaching provided a member of the administrative leadership team or be placed on a monitored, directed, or mandatory growth plan.</p>	Limited Development 10/04/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			When fully implemented the principal will be able to monitor classroom instruction and provide timely feedback to teachers.		Tonya Houpe	06/07/2019
Actions				16 of 28 (57%)		
	10/16/16		An observation schedule will be created based on district timelines provided by the Human Resources Department.	Complete 08/26/2016	Tonya Houpe	08/26/2016
<i>Notes:</i>						
	10/16/16		Teachers will receive orientation to the evaluation process.	Complete 08/26/2016	Tonya Houpe	08/26/2016
<i>Notes:</i>			Any staff hired after 8/26/2016 will receive this training within 10 days of their initial date of employment.			
	10/16/16		All staff will complete their self evaluation and draft their Professional Development Plan	Complete 09/21/2016	Tonya Houpe	09/21/2016
<i>Notes:</i>						
	10/16/16		Progress on evaluation completion will be discussed in Admin Leadership Team meetings.	Complete 05/26/2017	Tonya Houpe	06/08/2017
<i>Notes:</i>						

10/16/16	SIT will review progress and survey teachers to determine the effectiveness of post conference feedback and support.	Complete 05/26/2017	Leigh Brown	06/08/2017
<i>Notes:</i> More timely feedback is still an area of concern.				
9/22/17	The Admin Leadership Team will review teacher performance data, observation data, and classroom walkthrough data to determine the highest areas of need for professional growth.	Complete 08/16/2017	Tonya Houpe	08/16/2017
<i>Notes:</i>				
9/22/17	The principal will conduct training and orientation for all staff to explain their evaluation cycle, the processes for evaluations, and the timeline/schedule for observations.	Complete 08/25/2017	Tonya Houpe	08/25/2017
<i>Notes:</i>				
9/22/17	The principal and assistant principal established set office hours in order to provide one administrator in the office to handle issues while the other administrator is in classrooms monitoring instruction and student behavior.	Complete 07/27/2017	Tonya Houpe	08/28/2017
<i>Notes:</i>				
9/22/17	Admin will review progress toward evaluation completions during weekly Admin Leadership Team PLCs	Complete 09/29/2017	Tonya Houpe	09/30/2017
<i>Notes:</i>				
9/22/17	After teachers complete Professional Development Plans, the Admin Leadership Team will establish professional development groups to help teachers achieve their professional development goals.	Complete 10/31/2017	Tonya Houpe	11/30/2017
<i>Notes:</i> 10/31/17 Teachers completed PDPs and discussed with Houpe/Kelly				
6/6/17	The principal will continue to monitor classroom instruction and work on providing timely feedback to teachers.	Complete 06/08/2018	Tonya Houpe	06/08/2018
<i>Notes:</i>				
9/22/17	Three areas of professional growth were established. Houpe will lead a group of teachers who need current topics in education and research. Kelly will lead professional development in Engagement Strategies, and Bumgarner will lead sessions on Continuous Classroom Improvement.	Complete 06/08/2018	Tonya Houpe	06/08/2018
<i>Notes:</i>				
9/20/18	First round observations will be conducted with a strong focus on CKH implementation, instructional strategies, alignment to curriculum guides, and rigor.	Complete 10/26/2018	Tonya Houpe	10/26/2018
<i>Notes:</i>				

9/20/18	Teachers will write professional development plans that will incorporate feedback from the 17-18 summative conference, 1st round observation feedback, and personal goals.	Complete 10/26/2018	Charlotte Dison	10/26/2018
<i>Notes:</i>				
9/20/18	A plan for professional development will be developed to help teachers reach their PDP goals and to help the implementation of CKH	Complete 12/01/2018	Tonya Houpe	12/01/2018
<i>Notes:</i>				
9/20/18	Differentiated staff development will occur monthly, either at staff meetings or during Team PLCs	Complete 05/03/2019	Tonia Rhodes	05/03/2019
<i>Notes:</i>				
9/5/19	Create Professional Development Needs Survey.		Bethany Burroughs	08/30/2019
<i>Notes:</i>				
9/5/19	Send Needs Survey to all certified staff.		Bethany Burroughs	08/30/2019
<i>Notes:</i>				
9/5/19	Report findings of Professional Development Needs Survey to administration.		Bethany Burroughs	09/15/2019
<i>Notes:</i>				
9/5/19	Create peer observation tool.		Bethany Burroughs	09/17/2019
<i>Notes:</i>				
9/5/19	Administration will conduct classroom walk throughs to provide feedback on lesson plans and other items as identified by administration.		Tonya Houpe	09/20/2019
<i>Notes:</i>				
9/5/19	Administration will share results of the CWT feedback with the teachers.		Tonya Houpe	09/20/2019
<i>Notes:</i>				
9/5/19	Trend data from CWT will be shared with SIT		Tonya Houpe	11/05/2019
<i>Notes:</i>				
9/5/19	Teachers will lead monthly book study discussions.		Bethany Burroughs	11/12/2019
<i>Notes:</i>				
9/5/19	Results of CWT will be analyzed for possible actions, such as differentiated professional development.		Bethany Burroughs	12/17/2019
<i>Notes:</i>				
9/5/19	Teachers will participate in What Great Teachers Do Differently book study.		Bethany Burroughs	05/01/2020

<i>Notes:</i>				
9/5/19	Every teacher will conduct two peer observations each semester.		Tonya Houpe	05/01/2020
<i>Notes:</i>				
9/5/19	Administration will deliver differentiated professional development to the staff based on the top 3 ranked needs as identified by the survey.		Tonya Houpe	06/01/2020
<i>Notes:</i>				
Implementation:		05/21/2019		
Evidence	5/21/2019 Agendas			
Experience	5/21/2019 staff met as needed to work professional development			
Sustainability	5/21/2019 continue to work on providing necessary training			

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
<i>Initial Assessment:</i>			From the District: 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. From the School: We have been addressing school needs with our professional development. Last year, all of our teachers began work toward obtaining their Global Digital Educator Badge. The entire staff was also trained in SIOP strategies last year. These trainings were in response to our struggling reading proficiency scores. Our district also provides professional development aligned to curriculum standards. We need to look further into our results to ensure alignment and rigor.	Limited Development 10/16/2016		
<i>How it will look when fully met:</i>			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 CWT data, 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.		Tonya Houpe	08/31/2017
<i>Actions</i>				5 of 9 (56%)		
		12/9/16	Develop schedules for quarterly site visits and data analysis	Complete 01/20/2017	Melanie Taylor	08/31/2017

	<i>Notes:</i>			
12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting 2nd quarter.	Complete 08/08/2017	Jed Stus	08/31/2017
	<i>Notes:</i>			
12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	08/31/2017
	<i>Notes:</i> Real time completion will by systematically revisted 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	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/31/2017
	<i>Notes:</i> Real time completion will by systematically revisted 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	08/31/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			

9/5/19	Develop a Observation Feedback document for each teacher to document ongoing feedback for each observation.		Tonya Houpe	08/30/2019
<i>Notes:</i>				
9/5/19	Administration will analyze school performance data to determine areas of focus for the 2019-2020 school year.		Tonya Houpe	09/20/2019
<i>Notes:</i>				
9/5/19	Administration will communicate with content coaches which teachers will need support based on the data analysis of the school's performance data, CWT, and formal observation data		Lisa Brooks	09/30/2019
<i>Notes:</i>				
9/5/19	Administration will analyze the results of the Observation feedback, along with the school performance results, and feedback from content coaches to make decisions regarding professional development.		Lisa Brooks	12/17/2019
<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>		A spring parent survey revealed a gap in communication and a strong urgency to work toward resolving "middle school drama." A Parent Advisory committee was formed over the summer and these goals were established by that group.	Limited Development 10/16/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Parents will be fully informed, partners in their children's education.	Objective Met 05/21/19	Kim Johns	06/07/2019
Actions					
12/7/16	Establish parent conference nights.		Complete 01/17/2017	Tonia Rhodes	01/17/2017
<i>Notes:</i> Conducted two rounds of parent conferences					

9/22/17	Each grade level will establish a Grade Level Remind 101 account to send parents a weekly text about assignments and events.	Complete 08/23/2017	Heather Leazer	08/16/2017
<i>Notes:</i>				
12/7/16	Develop a plan to engage parents as an active parent in the school process.	Complete 08/31/2017	Joyce Lingerfelt	08/31/2017
<i>Notes:</i>				
9/22/17	Each grade level will have a Remind 101 person responsible for sending a weekly text to parents.	Complete 08/23/2017	Heather Leazer	09/04/2017
<i>Notes:</i>				
9/22/17	Schedule parent conference days.	Complete 09/05/2017	Heather Leazer	09/05/2017
<i>Notes:</i>				
9/22/17	Establish dates for our 2 Community Speaker Days.	Complete 09/19/2017	Heather Leazer	09/19/2017
<i>Notes:</i>				
9/22/17	Parent nights will be established to educate parents and help them be a partner in their child's career pathway.	Complete 10/17/2017	Heather Leazer	10/17/2017
<i>Notes:</i> 10/26/17 Fright Fair/Drop in Parent conferences 4:00-7:00 1/31/17 School wide conferences 4:00-6:30				
9/22/17	The Admin Leadership Team will develop a Career Pathway Portfolio to provide a continuum of student support for career development for each child.	Complete 10/31/2017	Tonya Houpe	10/31/2017
<i>Notes:</i> Advisory lessons are being completed.				
9/22/17	All teachers will secure a speaker for Community Speaker Day.	Complete 04/24/2018	Heather Leazer	04/24/2018
<i>Notes:</i> 11/8/17 Teachers have secured speakers for Speaker Day on 11/9/17.				
9/22/17	Host 2 Community Speaker Days.	Complete 04/25/2018	Heather Leazer	04/25/2018
<i>Notes:</i> 11/9/17 Community Speaker Day 4/25/18 Community Speaker Day				
9/20/18	Parents volunteered to serve on the Advisory Committee.	Complete 07/09/2018	Tonya Houpe	07/09/2018
<i>Notes:</i>				
9/20/18	Admin will talk to parents about the need to stop bullying, drama, and cell phone usage during instruction.	Complete 08/20/2018	Tonya Houpe	08/20/2018
<i>Notes:</i>				
9/20/18	The school will create a quicker communication method for emergency notifications such as bus issues, evacuations, etc. Separate Remind 101 groups will be established for students, parents, and staff.	Complete 08/27/2018	Tonya Houpe	08/27/2018
<i>Notes:</i>				

2/5/19	Host Community Speaker Day/25th Anniversary Birthday Bash	Complete 02/28/2019	Juli Tipton-Smalley	02/28/2019
<i>Notes:</i>				
9/22/17	School will create and mail a card to community partners, commissioners, school board members, etc. to highlight our successes for the year.	Complete 02/28/2019	Tonya Houpe	03/01/2019
<i>Notes:</i>				
9/20/18	Student Advisory Committee with students from each grade level will be formed to resolve the middle school drama issue.	Complete 04/18/2019	Tonya Houpe	04/18/2019
<i>Notes:</i>				
Implementation:		05/21/2019		
Evidence	5/21/2019 . Minutes from their meetings			
Experience	5/21/2019 Students were picked to be on the advisory committee.			
Sustainability	5/21/2019 Add new 6th graders to the team			