

Comprehensive Progress Report

Mission:

Engage, Enlighten, and Enrich

Our mission is "to inspire dreams and promote excellence."

Our motto is "Dream and Believe. Learn and Achieve"

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities. Our school community stands behind its mission, "To Inspire Dreams and Promote Excellence." We believe that our students are our future musicians, artists, athletes, coaches, teachers, doctors, electricians, mechanics . . . and more. They are individuals with unique interests who make our local and global community a better place to live!

Goals:

SMES will increase school performance grade calculation for subgroups American Indian and Students with Disabilities to exit TSI status.

SMES will increase total school performance grade calculation above 55.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School Level Implementation MTSS/Data/PLC meetings/Communities In Schools (Use these meetings to determine student needs) This would have been our fourth goal for this school year. The master schedule is adjusted to accommodate needs based on data. Summer 2017 investigations for math professional development was provided. Math professional development for K-5 is being provided. Reading professional development is being provided to grades K-4 by Kim McWhirter. Professional development on 1 to 1 technology devices will be provided to teachers in grades 7-8.	Limited Development 10/09/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Mentorship of top ten percent of students will be established. All classrooms will have a matrix posted for students to refer to throughout the day. Specific Matrix will be posted throughout building for teachers and students to reference as needed. Begin baseline discipline data from Educator's Handbook. Decide as a team what we will target with PBIS for improvement at the end of the first semester. We have moved to an economy based PBIS reward. We will look at participation in the school store, and we will document who participated and who could participate in the school store.		Michelle Marr	06/01/2020
<i>Actions</i>			16 of 19 (84%)		
10/9/17	All classrooms will have a matrix posted for students to refer to throughout the day. Specific Matrix will be posted throughout building for teachers and students to reference as needed.	Complete 11/27/2017	Heather Bullock	11/15/2017	
<i>Notes:</i> As needed for damaged or lost matrix signs.					
10/9/17	Begin baseline discipline data from Educator's Handbook. Decide as a team what we will target with PBIS for improvement at the end of the first semester.	Complete 01/25/2018	Michelle Marr	12/01/2017	
<i>Notes:</i> Educator's Handbook data will be analyzed monthly					
10/9/17	PBIS store established and held monthly	Complete 11/27/2017	Audrey Estep	12/01/2017	
<i>Notes:</i> We have moved to an economy based PBIS reward system. We will look at participation in the school store, and we will document who participated and who could participate in the school store.					
1/25/18	Staff development will be held to train our staff on Module 1 PBIS information	Complete 01/23/2018	Michelle Marr	01/23/2018	

	<i>Notes:</i>			
10/9/17	Assign a mentor to each student within the top ten percent of high risk students based on attendance, behavior, academic concerns, and other.	Complete 02/26/2018	Casey Jenkins	02/28/2018
	<i>Notes:</i> Mentors will meet with their assigned student twice weekly throughout the school year.			
2/26/18	The matrix will be displayed at the hallway leading to the playground, inside the cafeteria, and outside the restroom.	Complete 03/16/2018	Audrey Estep	03/16/2018
	<i>Notes:</i> Ms. Estep is going to find out if these are already printed in the building so that we can hang these up for students to refer to.			
11/20/18	Teachers will communicate routinely through Tuesday Folders. These folders are purchased with Title I funds for parental involvement.	Complete 08/20/2018	Tracie Metz	08/20/2018
	<i>Notes:</i> Folders are sent home weekly - every Tuesday.			
10/23/18	Data Analysis will be completed for fall data: math and behavior screeners, mCLASS, school attendance, and behavior.	Complete 10/24/2018	Tracie Metz	10/24/2018
	<i>Notes:</i> Data is provided to grade level teams to review: What important points stand out? What are some patterns or trends that are emerging? What actions will need to be taken to address the identified learning needs? How can needs be addressed with the resources available to us? What will each of us do to increase the level of student proficiency? How will we know students are learning as a result of our actions? What will directly link learning with specific strategies?			
9/14/18	During the month of October, we will have a school wide emphasis on Anti-bullying. We will learn about kindness, being an upstander, and celebrating our individual uniqueness.	Complete 10/25/2018	Brittney Brower	10/31/2018
	<i>Notes:</i>			
10/25/18	PBIS professional development will be provided for eight weeks. This is reflective of behavior data via screeners, Educator's Handbook, teacher report, and observations.	Complete 12/21/2018	Michelle Marr	12/01/2018
	<i>Notes:</i> Professional development will be focused on research based strategies and interventions.			

10/23/18	Data Analysis will be completed for fall data: academic benchmarks, school attendance, and behavior.	Complete 12/21/2018	Tracie Metz	12/18/2018
<p><i>Notes:</i> What important points stand out?</p> <p>What are some patterns or trends that are emerging?</p> <p>What actions will need to be taken to address the identified learning needs?</p> <p>How can needs be addressed with the resources available to us?</p> <p>What will each of us do to increase the level of student proficiency?</p> <p>How will we know students are learning as a result of our actions?</p> <p>What will directly link learning with specific strategies?</p>				
1/22/19	Back to the Basics Sessions will be conducted for all middle school students.	Complete 02/01/2019	Michelle Marr	01/31/2019
<p><i>Notes:</i> Follow up sessions will be conducted for students who are absent or who would like additional information about topics.</p>				
10/23/18	Data Analysis will be completed for spring data: screeners, benchmarks, mCLASS, school attendance, and behavior.	Complete 04/24/2019	Tracie Metz	04/30/2019
<p><i>Notes:</i> What important points stand out?</p> <p>What are some patterns or trends that are emerging?</p> <p>What actions will need to be taken to address the identified learning needs?</p> <p>How can needs be addressed with the resources available to us?</p> <p>What will each of us do to increase the level of student proficiency?</p> <p>How will we know students are learning as a result of our actions?</p> <p>What will directly link learning with specific strategies?</p>				
9/14/18	A PBIS store will be held monthly during the 2018-2019 school year.	Complete 05/13/2019	Michelle Marr	06/01/2019
<p><i>Notes:</i></p>				
11/20/18	Students who are identified in the MTSS matrix as Tier 3 for behaviors will be provided an action plan.	Complete 05/13/2019	Michelle Marr	06/01/2019

	<i>Notes:</i> This will be evaluated as needed and reviewed at the MTSS support meetings.			
9/17/19	Professional development will be provided in the area of classroom management.		Michelle Marr	06/05/2020
	<i>Notes:</i>			
9/17/19	Middle School created a behavior management plan with rewards and consequences.	Complete 08/15/2019	Charity Jamison	06/05/2020
	<i>Notes:</i>			
9/17/19	K-2 classroom management plan will be created with both positives and consequences.		Christy Maney	11/01/2020
	<i>Notes:</i>			
9/17/19	Grades 3-5 will create a classroom management plan with both positives and negatives.		Audrey Estep	11/01/2020
	<i>Notes:</i>			
Implementation:		04/24/2018		
Evidence	4/24/2018 Documents have been uploaded to support the implementation of this objective. We have provided training documents for PBIS, PBIS store information, peer mentorship information, educator's handbook data, etc.			
Experience	4/24/2018 This year we have worked on completing Module 1 PBIS training for our staff. We have implemented a school wide PBIS store and have had numerous shopping times this year. Behavior rules and expectations have been used throughout the school year. We have trained on Educator's Handbook and have used it this school year for minor and major incidences. We also have established a peer mentorship program with our students.			
Sustainability	4/24/2018 We will continue to work on training our staff with PBIS. We will continue to use student interest to improve our PBIS store. We will continue to teach our students behavior expectations. We will tweak our matrix based on student needs. We also will continue our peer mentorship program.			

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>		*PLC (Bi-monthly) *District PLC (Quarterly) *Grade level meetings(Bi-monthly) *Common planning times (Daily) *Hallway meetings (once a month) *Faculty meetings (1-2 times a month) *MTSS meetings (based on student needs) *District PD *Weekly Grade level meeting with administration to address curriculum, MTSS, pacing, and other.	Limited Development 08/15/2016		
<i>How it will look when fully met:</i>		Collaborative planning will occur to create curriculum maps, pacing guides, and lesson plans that are aligned to the standard course of study. Tier 2 Vocabulary will be embedded into the unit plans. These plans will be shared across the school setting.		Bridgette Brooks	06/05/2020
Actions			0 of 4 (0%)		
	9/17/19	Tools 4 NC Teachers and Math Professional development will be used to develop differentiated core in K-8 math classrooms.		Amber Fox	06/05/2020
<i>Notes:</i>					
	9/17/19	Comprehension Tool Kit will be used in reading and content areas across the K-8 school setting.		Alicia Kilpatrick	06/05/2020
<i>Notes:</i>					
	9/17/19	The Virtual Implementation Took-Kit will be used to guide curriculum planning in all grade levels.		Bridgette Brooks	06/05/2020
<i>Notes:</i>					
	9/17/19	Core instruction will be aligned to the standard course of study in all grade levels.		Michelle Marr	06/05/2020
<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
<i>Initial Assessment:</i>		As of 11/2017 our implementation efforts include: *MTSS team in place (Core team and Grade level teams) *PBIS in place *Tutors in place *WIN time (intervention and enrichment time) *PLC meetings - focus on curriculum and student data *Module 2 MTSS training *Curriculum Meetings focused on data driven instruction	Limited Development 08/15/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The MTSS pyramid will be in full implementation for all modules and all tiers. Teachers will have been trained on all modules. 80% of students will show proficiency in Tier 1. Group and Intensive interventions will be in place for all Tier 2 and Tier 3 students. Documentation process will be implemented and maintained.		Mike Treadway	06/04/2021
Actions			21 of 31 (68%)		
10/9/17		17-18 student files are released to classroom teachers.	Complete 10/30/2017	Tracie Metz	11/01/2017
		<i>Notes:</i> Documentation process will be implemented and maintained.			
10/9/17		Teachers will receive module 1 MTSS training in two session - Session 1 for 1st semester has a total of 5 hours.	Complete 11/14/2017	Tracie Metz	11/14/2017
		<i>Notes:</i> Teachers will be provided professional development in Module 1 of MTSS.			
10/9/17		Identify students appropriately into Tier 1, Tier 2, and Tier 3 based on core instruction.	Complete 11/17/2017	Alaina Pangle	11/27/2017
		<i>Notes:</i> The ultimate goal is that 80% of students will show proficiency in Tier 1 by June 2020. As of November 2017 Tier 1 - 201 students/ 68.8% Tier 2 - 75 students/25.5 % Tier 3 - 17 students/ 5.8 % # of students referred for a Special Education Referral: 2 # of students who met eligibility for Special Education Services: 2 # of students pending a referral for Special Education: 2			
10/9/17		Group and Intensive interventions will be progressed monitored and reviewed for all Tier 2 and Tier 3 students.	Complete 11/17/2017	Jesame McClellan	11/27/2017

Notes: Win Times will take place twice a week for six week rotations. We will alternate between math and ELA. An EOG review rotation will take place in the latter part of the year. Tier 3 students receive intensive interventions in small groups or individually by Mr. George, Ms. Jordan, and Mrs. Kilpatrick in addition to intervention time in WIN.

11/20/17	Complete AdvancED Student Surveys	Complete 12/20/2017	Rebecca Graafsma	11/30/2017
<i>Notes:</i> Rebecca will facilitate student completion of survey.				
11/20/17	Complete Staff Survey for AdvancED.	Complete 02/20/2018	Tracie Metz	12/20/2017
<i>Notes:</i>				
11/20/17	Group and Intensive interventions will be progressed monitored and reviewed for all Tier 2 and Tier 3 students.	Complete 01/02/2018	Jesame McClellan	01/12/2018
<i>Notes:</i> Win Times will take place twice a week for six week rotations. We will alternate between math and ELA. An EOG review rotation will take place in the latter part of the year. Tier 3 students receive intensive interventions in small groups or individually by Mr. George, Ms. Jordan, and Mrs. Kilpatrick in addition to intervention time in WIN.				
11/20/17	AdvancED diagnostic Review for SME.	Complete 02/20/2018	Alaina Pangle	01/31/2018
<i>Notes:</i>				
11/20/17	Identify students appropriately into Tier1, Tier 2, and Tier 3 based on core instruction.	Complete 02/26/2018	Alaina Pangle	02/12/2018

Notes: The ultimate goal is that 80% of students will show proficiency in Tier 1 by June 2020.

Comparison from November and February:

Tier 1 - 201 students/ 68.8%

Tier 2 - 75 students/25.5 %

Tier 3 - 17 students/ 5.8 %

Data from February 2018:

Tier 1 - 201 students/ 68.8%

Tier 2 - 75 students/25.5 %

Tier 3 - 17 students/ 5.8 %

of students referred for a Special Education Referral: 2

of students who met eligibility for Special Education Services: 2

of students pending a referral for Special Education: 2

Data from November 2017:

Tier 1 - 201 students/ 68.8%

Tier 2 - 75 students/25.5 %

Tier 3 - 17 students/ 5.8 %

of students referred for a Special Education Referral: 2

of students who met eligibility for Special Education Services: 2

of students pending a referral for Special Education: 2

11/20/17	Host AdvancED External Review	Complete 04/10/2018	Tracie Metz	04/30/2018
<i>Notes:</i> Arranged by Angie Dills and Adam Holt				
11/20/17	Teachers will receive Module 1 MTSS training in second semester - 5 hours total	Complete 04/24/2018	Tracie Metz	05/01/2018
<i>Notes:</i> a total of 10 hours with 1st and 2nd semester				
11/20/17	Identify students appropriately into Tier1, Tier 2, and Tier 3 based on core instruction.	Complete 05/18/2018	Alaina Pangle	05/11/2018
<i>Notes:</i> The ultimate goal is that 80% of students will show proficiency in Tier 1 by June 2020.				
11/20/17	Group and Intensive interventions will be progressed monitored and reviewed for all Tier 2 and Tier 3 students.	Complete 05/18/2018	Jesame McClellan	05/11/2018

	<i>Notes:</i> Win Times will take place twice a week for six week rotations. We will alternate between math and ELA. An EOG review rotation will take place in the latter part of the year. Tier 3 students receive intensive interventions in small groups or individually by Mr. George, Ms. Jordan, and Mrs. Kilpatrick in addition to intervention time in WIN.			
11/20/18	Teachers will communicate routinely with parents regarding student progress. Title I funds are used to purchase paper and Tuesday Folders to support communication with the parent.	Complete 08/20/2018	Michelle Marr	08/20/2018
	<i>Notes:</i> Teachers provide student progress to the parents.			
9/14/18	Tier III meetings will be conduct three times a year	Complete 09/30/2018	Tracie Metz	09/30/2018
	<i>Notes:</i> Meetings have been scheduled for this academic year for Tier III.			
9/14/18	MTSS will target attendance with a focus during the month of September	Complete 10/01/2018	Tracie Metz	10/01/2018
	<i>Notes:</i> Weekly prizes, communication with parents, raffles, and more. . .			
9/14/18	MTSS meetings for all certified staff will be conducted monthly	Complete 11/05/2018	Tracie Metz	10/30/2018
	<i>Notes:</i> MTSS leadership will determined the schedule: September: Writing October: AU and Students with Disabilities November: Book studies for behavior, math, resiliency December: Academics for Math and ELA			
10/23/18	Student mastery of content standards in ela and math will be analyzed monthly during grade level curriculum meetings. If a student(s) require additional academic support, support staff, such as Reading Specialist, Math Specialist, or tutor will be assigned to provide supplemental support.	Complete 04/30/2019	Amber Fox	04/30/2019
	<i>Notes:</i>			
10/23/18	Our Distrtict Coach will provide instructional support/gathering of resources/training of non-certified staff/professional development for staff that need support.	Complete 04/30/2019	Dr. Sheryl Rogers	04/30/2019
	<i>Notes:</i>			
9/14/18	MTSS leadership team will meet every 4-6 weeks with their assigned grade level for support.	Complete 06/01/2019	Amber Fox	06/01/2019
	<i>Notes:</i>			
9/14/18	Conduct monthly MTSS Leadership Team Meetings	Complete 06/01/2019	Tracie Metz	06/01/2019

	<i>Notes:</i> MTSS team will focus on building a standard based protocol for reading, math, behavior, and attendance.			
9/16/19	MTSS Leadership Team will receive Module 2.1 training		Mike Treadway	10/31/2019
	<i>Notes:</i> District team will provide module 2.1 training to our MTSS leadership team.			
9/16/19	MTSS leadership team will receive Module 2.2 training.		Mike Treadway	11/30/2019
	<i>Notes:</i> District leadership team will provide module 2.2 training to MTSS leadership team.			
9/16/19	Professional development on I-Ready and I-Station		Adam Holt	02/28/2020
	<i>Notes:</i> Training in August, October ,and February provided by JCPS.			
9/16/19	Screen students using I-Ready and I-Station in mathematics and reading.		Alicia Kilpatrick	06/05/2020
	<i>Notes:</i> Students will be screened using I-Ready and I-Station in Fall, Winter, and Spring.			
9/16/19	Data analysis will be completed after each I-Ready and I-Station Screening		Michelle Marr	06/05/2020
	<i>Notes:</i> Grade levels and administration will meet to discuss data and plan next steps after each screening window.			
9/17/19	Core instruction will be aligned to the standard course of study in all grade levels.		Michelle Marr	06/05/2020
	<i>Notes:</i> Our team will work to align the curriculum to the standards and unpack the standards. Alicia Kilpatrick will work with grades K-2 to unpack the curriculum. Michelle Marr will facilitate conversation on this in grades 3-5. Mike Treadway will work with grades 6-8 on unpacking the curriculum and developing strong core curriculum.			
9/17/19	The Virtual Implementation Took-Kit will be used to guide curriculum planning in all grade levels.		Bridgette Brooks	06/05/2020
	<i>Notes:</i> Collaborative planning will be completed using the VIK for English Language Arts.			
9/17/19	Comprehension Tool Kit will be used in reading and content areas across the K-8 school setting.		Alicia Kilpatrick	06/05/2020
	<i>Notes:</i> Lesson planning, modeling, coaching, and professional development will be offered. 3-8 will work with Alicia twice a month on using the comprehension tool kit.			
9/17/19	Tools 4 NC Teachers and Math Professional development will be used to develop differentiated core in K-8 math classrooms.		Amber Fox	06/05/2020
	<i>Notes:</i>			

	9/16/19	MTSS leadership team will train SMES staff in Module 2.1 and 2.2		Mike Treadway	06/05/2020
	<i>Notes:</i>				
	Implementation:		06/11/2019		
	Evidence	6/11/2019 6/11/2019: Student files were released to classroom teachers at the start of the academic year. Teachers received module 1 training during the 2017-2018 academic year. Students have been identified appropriately on tiers based on core instruction. Group and intensive interventions have been progress monitored and the data has been reviewed. AdvancED student and staff surveys have been completed. An AdvancED diagnostic review has been completed. An AdvancED external review was conducted on 4/10/18. Parent communication on student progress has occurred throughout the year.			
	Experience	6/11/2019 Since 2017, our implementation efforts include: MTSS team in place (Core team and Grade Level Teams), PBIS team is in place, tutors are in place, WIN time has been established, PLC meetings focused on curriculum and student data are in place. Teachers have been trained on module 1.			
	Sustainability	6/11/2019 The MTSS leadership team and staff members will be trained in module 2 during the 2019-2020 academic year. Group and intensive interventions will continue and be in place for all students on tier 2 and tier 3. Documentation process will be maintained. Monthly tier 2 meetings will be maintained and tier 3 meetings each quarter will be maintained. Module 1 booster sessions will need to occur for new staff and to refresh current staff at the start of the academic year. Parent communication concerning student progress will be maintained. Monthly curriculum meetings will continue to discuss student mastery of content standards in ELA and Math. The district coach will continue to provide instructional support to staff. Monthly MTSS leadership meetings will be maintained.			
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

Initial Assessment:

1. 8th grade transition to [HS](#):
 - High School Staff Meeting with Students - SMHS and JCEC
 - High School Course Registration for students
 - EC teacher coordinates services with the EC teacher at the high school.

2. K-8th Transitions between grades:
 - End of Year Middle School Student Surveys
 - Summer kindergarten academy.
 - District and School Based Kindergarten kickoff in the spring for upcoming kindergarten students.
 - Summer Reading and Academic Camp
 - MTSS data and historical progress communicated through Office 365
 - Attendance Tracking through social work and check & connect through Community in Schools
 - Continuity of Mental Health Services with Meridian

Limited Development
10/10/2017

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	<p>Transition to begin K: Enrollment Kick Off for K; K Summer Camp; Parent meetings</p> <p>Transition from 2 to 3: Meet the teacher, Spend time in the incoming class; Parent Read to Achieve Meeting</p> <p>Transition from 5 to 6: Meet the teacher; spend time in incoming class; activities showcase; club sign up; Parent Meeting</p> <p>Transition from 8 to 9: High School Field Trips; Guidance Support; Transitional Meeting for EC students; Students recommended for 9th grade booster summer camp</p>		Objective Met 06/11/19	Alicia Kilpatrick	06/03/2019
Actions					
2/27/18	Establish an annual Enrollment Kick-off to K for our incoming K students.	Complete 04/18/2018	Jennifer Dall	04/30/2018	
	<i>Notes:</i> The K teachers with the activities will provide a day at SME for Enrollment kick-off.				
2/27/18	Establish annual visits with Smokey Mountain High School and Jackson County Early College for 8th students in their preparation for transition to high school.	Complete 04/18/2018	Robin Alday	06/01/2018	
	<i>Notes:</i> 8th grade students will have the opportunity to learn about and /or visit both campuses.				
10/23/18	Academic Interventions are provided weekly to address learning needs within the same grade level. In order to increase students academic content knowledge, support staff work with students to gain grade level mastery.	Complete 12/18/2018	Tracie Metz	12/18/2018	
	<i>Notes:</i> Interventions occur in Grades K-8, three to four days a week based upon student need and staff availability. The support staff schedule reflects support in core instruction.				
10/23/18	Support staff will provide weekly tutoring for students. Tutoring sessions are at no cost to students. Sessions rotate between grades 3-5 and grades 6-8 based upon academic needs.	Complete 12/19/2018	Amber Fox	12/19/2018	
	<i>Notes:</i> Support Staff: Amber Fox - Math Interventionist Alicia Kilpatrick - ELA Interventionist Megan Albert- Community in Schools Partner Rose Jordan - Tutor				

4/18/18	Establish a curriculum parent information meeting for providing parents with current instructional needs and practices.	Complete 11/20/2018	Alicia Kilpatrick	03/30/2019
	<p><i>Notes:</i> Aim for September meeting to be informational for students and parents.</p> <p>Aim for 2nd Semester meeting to be informational and include hands on activities for students and parents.</p>			
4/18/18	Establish a program for Pre_k students to have transition activities to support their move to K.	Complete 05/30/2019	Alicia Kilpatrick	05/30/2019
	<p><i>Notes:</i> Coordinate events to help students and parent transition. This includes SME's pre-K program, Dora Reed Pre-K program and others as appropriate.</p>			
4/18/18	Establish a program for 5th grade students called: A Day in the Life of Middle School.	Complete 06/01/2018	Alicia Kilpatrick	05/30/2019
	<p><i>Notes:</i> A mini-trial will be provided for our school year 17-18 students. A full program will be established for school year 18-19 students. Student mentors will be from Grade 7 to create a "peer buddy" for the upcoming year.</p> <p>June 8, 2018: Two middle school students met with both the fifth grade classes during guidance for one hour. They looked at binders, locks, schedules, peer conflict and peer drama. They talked about making good choices while in middle school. They talked about choosing good peer groups and walking away from negative peer relationships. Students gave good advice for being successful in middle school. Some students asked a lot of questions about bullying. They talked about ownership in your actions in the middle school.</p> <p>June 5, 2018: 5th grade students went to the high school and learned about the band program that is offered at the middle school level. Students really enjoyed learning more about the band program with Ms. Davis.</p> <p>Next year tie in with athletics, academics, clubs. Guest speakers can be used throughout the school year. For students who may struggle with the transition a shadowing experience might be beneficial. Mentoring will continue to be used throughout the upcoming year.</p>			
Implementation:		06/11/2019		

Evidence	6/11/2019 Evidence that this objective has been met and effectively implemented include: information from our Kindergarten enrollment kick-off, visits to the high schools by our 8th grade students, information about course registration from the high school, information from the visits of the high schools to meet with our 8th grade students, information from curriculum nights, weekly tutoring for 3-8 grade students, and information from our kindergarten academy.			
Experience	4/18/2018 We are in our second year of K Enrollment Program 4/18/2018 6/11/19 Our team has provided 8th grade transition to high school using the following actions: high school staff meeting with students from both SMHS and JCEC, high school course registration for students, EC teacher coordinates services with the EC teacher at the high school. K-8th transitions between grades has occurred in the following ways: end of year completion of surveys by middle school students, summer kindergarten academy, district and school based kindergarten kick-off in the spring for upcoming kindergarten students, summer reading and academic camps, MTSS data and historical progress communicated through Office 365, attendance tracking through social work and check & connect through communities in schools, and continuity of mental health services with Meridian.			
Sustainability	4/18/2018 Continue to plan for this event annually 4/18/2018 6/11/19: In order to sustain our efforts and continue to meet this objective, our team will continue our transition activities for students as they transition to the high school. We also will continue offering kindergarten kick-off, kindergarten academy, reading and academic camps, curriculum parent nights, academic interventions, continuing to offer our Pre-K program and assisting students as they transition from pre-K to kindergarten. We will continue our program called A Day in the Life of Middle School for students as they transition from fifth grade to middle school.			

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Strategic planning, mission, and vision				
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The District requires a school improvement plan each October. This plan is presented to the School Board. The School Improvement Plan uses the District's Strategic Plan, District Based Data, School Based Data, and feedback from the total school community to determine priority goals. Tasks are created and distributed based upon these factors as well.</p> <ul style="list-style-type: none"> • School Improvement Team Meetings • School Improvement Team Selection through Ballot based Voting • Leadership Teams: School Improvement Team, MTSS Team, and Leadership Team 	Full Implementation 01/22/2019		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
Initial Assessment:			<p>Duties are distributed to provide equitable coverage for staff members. The master schedule is arranged to provide for common grade level planning . Planning is provided daily. Certified Staff have duty free lunch.</p> <ul style="list-style-type: none"> • Established planning for Grade Levels • Established MTSS Planning • Feedback opportunities for staff • Bi-Monthly: PLC and Grade level Meeting • Monthly Meetings: MTSS for Tier 2, Curriculum/data meetings • Quarterly Meetings: MTSS for Tier 3 	Full Implementation 01/22/2019		

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>		School Level Implementation MTSS/Data/PLC meetings/Communities In Schools (Use these meetings to determine student needs) This would have been our fourth goal for this school year. The master schedule is adjusted to accommodate needs based on data. Summer 2017 investigations for math professional development was provided. Math professional development for K-5 is being provided. Reading professional development is being provided to grades K-4 by Kim McWhirter. Professional development on 1 to 1 technology devices will be provided to teachers in grades 7-8.	Limited Development 09/21/2016		
<i>How it will look when fully met:</i>		This goal will be fully implemented when teachers consistently use data for tracking student mastery and for school improvement. Data will be used for instructional purposes in PLCs, curriculum meetings, MTSS meetings, and in PBIS team meetings.		Mike Treadway	06/01/2020
Actions			0 of 4 (0%)		
	6/11/19	At the end of testing windows at a minimum, teams will meet and collaborate around data, instruction, and next steps.		Mike Treadway	06/01/2020
<i>Notes:</i>					
	6/11/19	Conduct MTSS meetings every 4-6 weeks to discuss student's instructional strengths and needs.		Alicia Kilpatrick	06/01/2020
<i>Notes:</i>					
	6/11/19	Provide instructional support to staff		Alicia Kilpatrick	06/01/2020
<i>Notes:</i>					
	9/17/19	Conduct PLC meetings in grade level and departments.		Mike Treadway	06/05/2020
<i>Notes:</i>		A binder will be kept with these documents in Mr. Treadway's office.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>The school routinely communicates to parents through these measures:</p> <ul style="list-style-type: none"> • Folder sent home weekly; called Tuesday Folders • Monthly Parent News letter • Parent Surveys • Connect Ed Phone Calls • Attendance Letters • MTSS Tier Paperwork Letters • MCLASS Reports • Report Cards • Curriculum Nights - twice a year • Mid-Term Grading Reports • Grade Trackers for student athletes • Instructional Events, such as STEAM Night and Service to Others • Open House • PTO • Athletic Booster Clubs • Parent Information Board - located in the front lobby • School Website and Calendar • School Marquee • Parent Portal • Class DOJO • "Remind" App • Canvas • Free Books available for parents and student 	<p>Full Implementation 01/22/2019</p>		
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