

## Comprehensive Progress Report

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

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

**Goals:**

A 4.06 Strategic Goal: SMS will decrease the total number of ODRs by 20% from 467 in 2018-2019 to 373 by May 2021. Targeted Goal: By June 2020, SMS will decrease the total number of ODRs by 10% from 467 in 2018-2019 to 420 by May 2020.

C 2.01 Strategic Goal: By May 2020, all teachers will meet EVAAS growth and at least 25% will exceed EVAAS growth. Targeted Goal: By June 2019, all teachers will meet EVAAS growth and at least 10% will exceed EVAAS growth.

A 4.01 Strategic Goal: By the end of the 2020-2021, the overall school composite EVAAS will increase by 3 points points to 1.5. Targeted Goal: By the end of the 2019-2020 school year, the overall school EVAAS composite will increase by 1.46 to 0.

 Activity in the last 3 months

! = Past Due Objectives      KEY = Key Indicator

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>		School-level: Core classes take place for all students (tier 1). Remediation takes place during Bulldog time to address tier 2 needs. Data analysis is a high priority, but not all teachers are using data consistently to drive instruction.  As of 2018-2019, SMS is identified as Targeted Support and Improvement School-Consistently Underperforming (TSI-CU) and Targeted Support and Improvement School-Additional Targeted	Limited Development 10/25/2016			

Support (TSI-AT). We are identified with the above labels based on subgroup data for black students, economically disadvantaged students, English language learners, hispanic, multi-race, and student with disabilities.

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

EVAAS composite growth status 2017-2018: 24.3/met

**Subgroup Data based on 2017-2018**

Overall School Performance Grade

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

SMS met growth in all subgroups in 2017-2018.

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

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

The goal will stay the same due to not having EOG data last year.

<p><b>How it will look when fully met:</b></p>	<p>Tiered Instructional System description:</p> <p>Tier 1: Instruction: *proactive, preventative, and data-driven  *differentiated *progress monitored via universal assessments *is delivered through blended learning with teacher differentiating by process, product, content and/or environment based on needs *is implemented school-wide via whole classroom and small group Tier 2: Academic interventions include: *short-term academic supports *strategic, targeted interventions *school-based MTSS teams *progress monitored 1-2 times per month *foundational skill-building interventions *small group instruction with research-based interventions focused on target areas of deficit Tier 3: Intensive Academic Intervention *MTSS teams *long-term comprehensive support *small group instruction *progress monitoring weekly Evidences: Tier 1 includes: *Data points will include baselines; benchmarks; CFAs; iReady diagnostic and growth monitoring assessments; iReady instructional profiles and disabled instruction alerts; completed 6 point lesson plans will reflect differentiated instruction; classroom observations and walk-throughs; PLC minutes; data day agendas; completed data analyzing and tracking sheets Tier 2 includes: *All Tier 1 evidences *Purposeful small group instruction based on data that is implemented 2-3 days per week and includes foundational skill-building interventions, research-based interventions that are focused on specific deficits, and is progress monitored 1-2 per month Tier 3 includes: *All Tier 1 and Tier 2 evidences *Long-term, purposeful small group instruction based on data that is implemented 5 days per week, focuses on specific deficits, and is progress monitored weekly. Outcomes: *By the end of the 2019-2020, the overall school composite EVAAS will increase from -1.46 points to 0.</p>		<p><b>Kristen Goodwin</b></p>	<p><b>05/31/2021</b></p>
<p><b>Actions</b></p>		<p><b>3 of 36 (8%)</b></p>		
<p>9/11/17</p>	<p>All departments, PLCs, and individual classrooms will create data-driven SMART goals that focus on growth for all students.</p>	<p>Complete 09/11/2020</p>	<p>Content Coaches</p>	<p>09/16/2020</p>
<p><i>Notes:</i> Goals may be updated throughout the year based on progress.</p>				
<p>9/1/17</p>	<p>Administer the iReady math fall diagnostic test and analyze data.</p>	<p>Complete 09/11/2020</p>	<p>Kristen Goodwin</p>	<p>09/18/2020</p>
<p><i>Notes:</i> Data source: iReady data reports and completed data analysis spreadsheets</p>				
<p>Data will also be analyzed by leadership to determine bulldog class adjustments.</p>				
<p>9/1/17</p>	<p>Administer the iReady ELA fall diagnostic test and analyze data.</p>	<p>Complete 09/11/2020</p>	<p>Kristen Goodwin</p>	<p>09/18/2020</p>

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

Data will also be analyzed by leadership to determine bulldog class adjustments.

1/24/19	Hold a College and Career week to promote college and career information and interest.		Reynolds	09/25/2020
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*Notes:* Aligned with Gear Up

9/10/18	Train new teachers in using Flocabulary using Flocabulary 101 Webinar.		PLC Partners	09/30/2020
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*Notes:* Additional assistance will be provided as needed.

9/1/17	Train new ELA and math teachers in iReady and Ready instruction.		Content Coaches	09/30/2020
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*Notes:* PD will take place at ERPD for new teachers

9/11/17	All core teachers will administer Check-in Assessment 1 and analyze the data to guide instruction.		Content coaches	11/13/2020
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*Notes:* Data source: Completed data analysis spreadsheets

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

9/1/17	Administer the iReady ELA winter diagnostic test and analyze data.		Kristen Goodwin	12/31/2020
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*Notes:* Data source: iReady data reports and completed data analysis spreadsheets

Leadership will analyze data to make bulldog adjustments.

9/1/17	Administer the iReady math winter diagnostic test and analyze data.		Kristen Goodwin	12/31/2020
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*Notes:* Data source: iReady data reports and completed data analysis spreadsheets

Leadership will analyze data to make bulldog adjustments.

9/11/17	All core teachers will administer Check-in Assessment 2 and analyze the data to guide instruction.		Content Coaches	02/14/2021
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*Notes:* Data source: completed data analysis spreadsheets

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

9/11/17	All core teachers will administer Check-in Assessment 3 and analyze the data to guide instruction.		Marlene Scott	04/17/2021
	<i>Notes:</i> Data source: completed data analysis spreadsheets  Data days will be lead by content coaches.			
9/1/17	Administer the iReady ELA spring diagnostic test and analyze data.		Marlene Scott	04/30/2021
	<i>Notes:</i> Data source: iReady data reports and completed data analysis classroom spreadsheets			
9/1/17	Administer the iReady math spring diagnostic test and analyze data.		Marlene Scott	04/30/2021
	<i>Notes:</i> Data source: iReady data reports and completed data analysis classroom spreadsheets  Data days will be lead by content coaches.			
9/28/17	Fidelity checks will take place with weekly lesson plan checks and feedback and monthly classroom walk through data analysis.		Admin and Content coaches	05/31/2021
	<i>Notes:</i> Dates for Goal Team CWT data analysis: 10/3, 11/2, 12/5, 1/2, 2/6, 3/6, 4/10, 5/1, 6/4  CWT portion to analyze: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15  The first month of CWT data will be used as a baseline to determine areas for improvement. After these areas become a focus, the next month of CWT data will be used to compare to the previous month.			
9/29/17	ELA PLCs will review students who have not passed the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.		Fox	05/31/2021
	<i>Notes:</i> Data Source: PLC Minutes			
9/29/17	Math PLCs will review students who have not met weekly minutes and/or passes the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.		Church	05/31/2021
	<i>Notes:</i>			
1/24/19	Identified students will participate in three college visits to learn about the college and promote college awareness.		Emily Reynolds	05/31/2021
	<i>Notes:</i>			
9/15/20	Provide ongoing support to non-ELA and non-math teachers who are teaching ELA or math during bulldog time.		Fox and Church	05/31/2021

	<i>Notes:</i>			
9/15/20	Regularly complete fidelity checks during bulldog instruction and provide teacher feedback.		Admin	05/31/2021
	<i>Notes:</i> Goal is to complete a fidelity check for each class bi-weekly, with a specific focus on non-ELA and non-math teachers.			
9/15/20	Science teachers will complete pre- and post-tests that are aligned to current standards and will analyze data to determine growth and next steps.		Paslay	05/31/2021
	<i>Notes:</i>			
9/15/20	Utilize Costa's Higher Level of Thinking strategies regularly in instruction in all classrooms.		Emily Reynolds	05/31/2021
	<i>Notes:</i> Measurement: Classroom walk through data sheets, observations of classroom discussions and observations of problem solving activities. Review of lesson plans to ensure Costa's Levels of Thinking are implemented through instructional practices. Ongoing review of student success and progress in core, elective and AVID courses.			
9/15/20	AVID team will provide ongoing, school-wide PD on WICOR strategies and Costa's Higher Level of Thinking Strategies.		Emily Reynolds	05/31/2021
	<i>Notes:</i> The AVID Site Team will focus on our "bubble kids" who the site team determined often get overlooked in the regular classroom setting and maintain a focus on these kids by consistent review of their grades and assessment data.  Through review of teacher lesson plans, the AVID administrator will ensure WICOR strategies and activities to promote WICOR, are integrated into lessons in every classroom.  Content Coaches will also provide teachers with ongoing and pertinent information on how to implement WICOR strategies and ensure all students are showing progress across all subject areas.			
9/1/17	ELA will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.		Traci Fox	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and PLC agendas			

9/1/17	Math will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.		Church	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and PLC agendas			
9/1/17	The ELA department will regularly discuss and plan the incorporation of Flocabulary to address tier 1 and tier 2 vocabulary.		Tab	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and ELA department agendas.			
9/1/17	The math department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Church	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and math department agendas.			
9/1/17	The science department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Scott	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and science department agendas.			
9/1/17	The social studies department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINC's, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Dalton	05/31/2021
	<i>Notes:</i> Data source: Lesson plans and social studies department agendas.			
9/11/17	Tier 2 math intervention will take place daily in Bulldog time using scaffolded, gap-aligned instruction.		Kristen Goodwin	05/31/2021
	<i>Notes:</i> Data sources:  Fidelity checks will take place in each intervention class at least bi-weekly by leadership to monitor implementation of TransMath, Ready Math, and Ready Reading. Coaching will take place as needed.  Data sheets will be updated by teachers after each assessment and will be analyzed by goal team 2 and leadership to monitor effectiveness of instruction.			
9/11/17	Tier 2 ELA intervention will take place daily in Bulldog time using scaffolded, gap-aligned instruction.		Kristen Goodwin	05/31/2021

*Notes:* Data sources:

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

Data sheets will be updated by teachers after each assessment and will be analyzed by goal team 2 and leadership to monitor effectiveness of instruction.

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

Content coaches

05/31/2021

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

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

Data source: Lesson plans, CWTs, teacher evaluations

11/14/16 PLC best practice sharing of the vocab strategies

Teachers

05/31/2021

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

ELA: Fox

Math: Church

Science: Paslay

SS: Worthington

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

Thornhill

05/31/2021

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

Goal team 1 members will:

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

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

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

11/14/16	MTSS team will follow MTSS process, particularly focusing on students who are tier 2 and tier 3, to determine effectiveness of interventions and next steps.		Kristen Goodwin	05/31/2021
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*Notes:* Data Source: Spreadsheet; Lesson plans should reflect remediation based on data

Goal Team 2 will review monthly to check Bulldog teacher data sheet completion and student progress.

Current status: Bulldog is in currently place for Tier 2 students. Currently, we don't have tier 3 intervention processes in place.

1/24/19	Hold a spring parent night to provide information for supporting students for the remainder of the school year and college/career preparation opportunities.		Emily Reynolds	05/31/2021
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*Notes:*

1/24/19	Identified staff will attend AVID summer institute to continue training for implementation.		Marlene Scott	07/31/2021
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*Notes:*

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

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

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

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

EVAAS composite growth status 2017-2018: 24.3/met

Subgroup Data based on 2017-2018

Overall School Performance Grade

Subgroup	Achiev	Growth	Perf	Grade
ALL	23.8	75.7	34	F
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SWD	2.9	80.3	18	F

Limited Development  
10/25/2016

SMS met growth in all subgroups in 2017-2018.

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

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Goal from last year is still in place since no EOGs took place.

<p><b>How it will look when fully met:</b></p>	<p>The behavioral supports of MTSS would be implemented. Tier 1: *Data-driven, universal school-wide behavior expectation matrix (PBIS)  *School-wide reinforcement system *Classroom vs. Office managed behavior document *Lesson plans that explicitly explain/model behavior expectations with all students/staff *Multiple gating system: ODR/OSS, internalizing and externalizing behaviors Tier 2: *Data-based decisions *Strategic, targeted interventions *CICO, class pass, mentoring *Targeted social skill instruction *Groups based on data *Internalizing behaviors referral *Progress monitoring daily/weekly Tier 3: *MTSS Teams FBA/BIP *Long-term, intensive, responsive support *Referrals to partners *Progress monitoring daily Evidence: *Monthly data on discipline referrals *Core Team tracking data *monthly support group data * PBIS notebook *student contact log sheets *student recognition notebook and bulletin board *ISS data *Teacher sign in sheets from ISS *student contacts maintained in log book in guidance office *mentor sign in book located in main office Outcome: *TCMS will decrease the total number of ODRs by 10% from 642 in 2019-2020 to 578 by May 2021.</p> <p>Note: No students in school from March 2020 until end of year due to COVID-19</p>		<p>Lydia Mayberry</p>	<p>06/07/2021</p>
<p><b>Actions</b></p>		<p><b>4 of 23 (17%)</b></p>		
<p>8/28/19</p>	<p>All certified staff will attend trauma training.</p>	<p>Complete 08/06/2020</p>	<p>Marlene Scott</p>	<p>08/13/2020</p>
<p><i>Notes:</i></p>				
<p>9/15/17</p>	<p>Review classroom managed behavior vs. office referral matrix.</p>	<p>Complete 09/02/2020</p>	<p>Lydia Mayberry</p>	<p>09/02/2020</p>
<p><i>Notes:</i> Data source: Grade level agendas  Additional training provided as needed.</p>				
<p>9/14/17</p>	<p>PBIS staff training</p>	<p>Complete 09/09/2020</p>	<p>Lydia Mayberry</p>	<p>09/09/2020</p>
<p><i>Notes:</i> Data source: Staff sign-ins</p>				
<p>9/14/17</p>	<p>All students will receive instruction on PBIS expectations at the beginning of the year, which includes each BARKS matrix.</p>	<p>Complete 09/08/2020</p>	<p>Lydia Mayberry</p>	<p>09/11/2020</p>
<p><i>Notes:</i> Data source: Lesson plans</p>				
<p>9/14/17</p>	<p>Train tier 1-2-3 behavior interventions.</p>		<p>Lydia Mayberry</p>	<p>09/16/2020</p>

*Notes:* Data source: Grade level agendas

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

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

9/14/17 Bullying training for staff and students.

Lanise White

10/31/2020

*Notes:* Data source: Staff meeting agendas

Bullying training will also occur as needed.

9/10/18 Inservice training on school safety, school shooter, and lockdown procedures provided to staff.

Officer Lawrence

10/31/2020

*Notes:* Data source: Teacher sign-in

9/14/17 PBIS Team, student counsel, Beta club, and guidance will continue to sponsor yearly Kindness Challenge

Lydia Mayberry

03/30/2021

*Notes:* Evidence: Decrease in spring ODRs

Student counsel and Beta also support this step.

9/14/17 SAP will meet with CORE team weekly to address students' social, emotional, etc., needs. Interventions will be provided as needed.

Lanise White

05/31/2021

*Notes:* Data source: CORE Team minutes

Interventions include providing student mentors.

9/14/17 PBIS team will have bi-weekly prize drawings to recognize students' positive behavior.

Lydia Mayberry

05/31/2021

*Notes:* Students will submit tickets they earn for positive behavior for prizes they would like to win.

Started 9/15

9/14/17 PBIS team will recognize Students of the Month for displaying positive behaviors and characters traits.

Lydia Mayberry

05/31/2021

*Notes:* Teachers from each grade level will nominate students to be recognized for displaying positive behaviors. Each month highlights a different character trait.

9/14/17 Provide training to volunteers and community mentors following approval from Race St. in regards to background check.

Lydia Mayberry

05/31/2021

	<i>Notes:</i> Data source: Signed forms and log			
	Training occurs as needed			
9/14/17	Revisit BARKS matrix with students each month and following long breaks from school after holidays and extended snow days.		Lydia Mayberry	05/31/2021
	<i>Notes:</i>			
9/14/17	Revisit Capturing Kids Hearts classroom social contracts regularly and refer to them when re-directing behavior.		Marlene Scott	05/31/2021
	<i>Notes:</i> Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			
9/14/17	Continue implementation of Capturing Kids Hearts strategies by greeting students at the doors, starting classes with Good Things, and checking student behavior with hand signals.		Marlene Scott	05/31/2021
	<i>Notes:</i> Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			
9/14/17	PBIS coach meets with grade levels monthly to discuss ODR data, as well as student referrals.		Lydia Mayberry	05/31/2021
	<i>Notes:</i> Data source: Grade level agendas			
9/10/18	Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.		Admin	05/31/2021
	<i>Notes:</i>			
9/10/18	Admin, SAP, and guidance will attend Restorative Justice training workshops and will continue implementation.		Lydia Mayberry	05/31/2021
	<i>Notes:</i>			
1/24/19	Truth Girls will take place one afternoon per week to support girls' needs.		Emily Reynolds	05/31/2021
	<i>Notes:</i>			
1/24/19	Guidance and SAP support groups will be established and meet weekly to support students' social, emotional, and behavioral needs.		Mayberry & White	05/31/2021
	<i>Notes:</i> Currently, optional virtual groups are being offered by guidance and SAP.  More groups are working on being established based on COVID guidelines.			
9/28/17	Goal team one will review Office Discipline Referral data monthly.		Lydia Mayberry	05/31/2021

Notes: Dates for Goal Team ODR data analysis:

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

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

5/3/18	PBIS will hold quarterly, school-wide events to recognize students' positive behaviors.		Lydia Mayberry	05/31/2021
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Notes:

1/24/19	Summer transition camp will be provided to rising 6th graders to help them feel more prepared and comfortable in a new school environment.		Marlene Scott	07/31/2021
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Notes: Will be provide if able based on COVID regulations

**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
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**Initial Assessment:**

School: Student performance data and classroom observation data is analyzed to determine teacher needs. We have provided surveys to teachers to also get feedback on what their needs are. We provide PD based on these needs, but could use district support in order to address these needs completely. LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.

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Limited Development  
11/01/2016

SMS met growth in all subgroups in 2017-2018.

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

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

The goal will stay the same due to not having EOG data last year.

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

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

\*EOG data--Analyzed by admin, goal teams, and teachers over the summer to determine student placement, teacher placement, SIP goals,

**Marlene Scott**

**05/31/2021**

and PDPs

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

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

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

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

**Use classroom observation data to drive PD related to instructional and behavioral needs.**

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

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

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

<b>Actions</b>		<b>6 of 12 (50%)</b>		
12/9/16	Establish quarterly process and template to analyze CWT data for trends	Complete 08/08/2017	Jed Stus	07/11/2017
<i>Notes:</i> SWOT will be done quarterly per CWT timeline starting the next quarter.				
12/9/16	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/10/2017

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

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

*Notes:* Real time completion will by systematically revisited  
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 Letterland  
 Keys to Vocabulary  
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 TransMath  
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 SIP planning  
 MTSS best practices - behavior and tier I  
 Learning by Doing

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

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

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

*Notes:*

11/9/16 Professional conversations regarding meaning of teacher evaluations and what accomplished and distinguished look like. Scott & Wellman 01/31/2021

	<p><i>Notes:</i> Admin will lead conversations with teachers about the evaluation instrument. They will discuss the difference between the four levels within each standard and element. Teachers will be provided with information how to grow in elements/standards on which they score low.</p>			
9/14/17	Data days will be utilized to analyze student data and develop differentiated, data-driven instruction.		Content Coaches	05/31/2021
	<p><i>Notes:</i> Data source: Data day agendas and teacher analysis documents.</p> <p>Data days will be completed after each NC/ISS Check-In to analyze student data and plan instruction accordingly.</p> <p>ELA: Fox Math: Church Science: Paslay SS: Worthington</p>			
9/14/17	Leadership team will analyze data monthly during leadership team meetings in order to monitor effectiveness of instruction and student progress.	Complete 06/11/2019	Kristen Goodwin	05/31/2021
	<p><i>Notes:</i> Data source--Leadership team minutes</p>			
9/14/17	Content coaches will provide training and assistance during PLCs on effectively analyzing data and using it to change instruction to meet students' needs.		Content Coaches	05/31/2021
	<p><i>Notes:</i> Data source: PLC agendas</p> <p>ELA: Fox Math: Church Science: Paslay SS: Worthington</p>			
9/28/17	Fidelity checks will take place using classroom walk through data monthly.		Kristen Goodwin	05/31/2021
	<p><i>Notes:</i> The first month of CWT data will be used as baseline to determine PD needs. After PD is delivered, the next month of walk through data will be used to compare to the baseline data.</p>			
9/15/20	The AVID team will provide school-wide PD on WICOR and Costa's Higher level thinking strategies to assist in implementation of these strategies being used in all classrooms.		Emily Reynolds	05/31/2021

*Notes:* The AVID Site Team will focus on our "bubble kids" who the site team determined often get overlooked in the regular classroom setting and maintain a focus on these kids by consistent review of their grades and assessment data.

Content Coaches will also provide teachers with ongoing and pertinent information on how to implement WICOR strategies and ensure all students are showing progress across all subject areas.

Evidence:

Teacher lesson plans

Student Assessment and grade average

Teacher walk through's and teacher observations

Evidence of WICOR strategies being used in the classroom through student and teacher interaction

Consistent review of Powerschool data on all students

Consistent review of CCI standards and indicators

9/15/20 The AVID Site Team hold regular PLC meetings to plan our implementation strategies for the delivery of monthly school wide professional development.

Emily Reynolds

05/31/2021

*Notes:* Evidence:

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