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:

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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. 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.

Activity in the last 6 months

! = Past Due Objectives	KEY = Key Indicator				
Core Function:	**Dimension A - Instructional Excellence and Alignment**				
Effective Practice:	**Curriculum and instructional alignment**				
	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 though 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		

			Jennifer Weigold	06/11/2021
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.			

Actions		6 of 11 (55%)		
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
	Notes:			
9/5/19	Select Teachers for AVID Summer Institute	Complete 03/30/2019	Tonya Houpe	03/30/2019
	Notes:			
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
	Notes:			
9/5/19	Identify priority areas for the school to work on: Focused note taking and data driven instruction	Complete 06/30/2019	Rebecca Wilbur	06/30/2019
	Notes:			
9/5/19	Select students for AVID elective classes	Complete 08/01/2019	Tonya Houpe	08/01/2019
	Notes:			
9/16/20	Create a classroom walkthrough tool for monitoring the use of AVID strategies.		Kathy Walker	10/07/2020
	Notes:			
9/5/19	Develop a plan for a 8th 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.		Deleah Dorsey	05/28/2021
	Notes: Currently under COVID restrictions New Gear Up coach to start 9/21/20 - Deleah Dorsey Will need to consider doing virtually.			
9/5/19	Provide additional training for staff who were not trained at Summer Institute.		Kathy Walker	06/04/2021
	Notes: *Several additional teachers did AVID XP during the Summer of 2020.			
9/5/19	Train teachers in WICOR strategies		Jennifer Weigold	06/04/2021
	Notes: *Jaye Parks did WICOR training on 2/11/20			
9/5/19	All academic teachers will implement the use of the WICOR strategies, to include the full 5 step process of Focused Note Taking, Essential Questions, and Goal Setting.		Lisa Brooks	06/04/2021
	Notes: Will develop AVID Professional Development Plan to ensure all staff are knowledgeable about strategies.			

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:	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) 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.			**Kathy Walker**	**06/04/2021**
Actions			**28 of 40 (70%)**		
	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
	Notes:	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
	Notes:				
	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
	Notes:				
	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
	Notes:				
	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
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. -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	8th grade failing students will be placed in the Dream Big group.	Complete 01/30/2018	Tonya Houpe	01/30/2018

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. -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	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
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. -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.			
9/20/18	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
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

	Notes:			
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
	Notes:			
9/20/18	Admin will share the Tier 2 walk through instrument with the SIT.	Complete 10/02/2018	Lisa Brooks	10/02/2018
	Notes:			
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
	Notes: 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
	Notes:			
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
	Notes:			
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
	Notes:			
9/6/19	Review the shield criteria at staff meeting	Complete 09/10/2019	Renee Jewell	09/10/2019
	Notes:			
9/6/19	Request funding for Shield Store	Complete 09/15/2019	Elise Sholar	09/15/2019
	Notes:			
9/6/19	Develop Criteria for Welcome Wagon/Wellness Wagon	Complete 09/17/2019	Elise Sholar	09/17/2019
	Notes:			
9/6/19	3. Conduct a survery for student input on absence emails	Complete 09/24/2019	Elise Sholar	09/24/2019
	Notes:			
9/6/19	Create a recognition for Perfect Attendance	Complete 09/24/2019	Christa Grega	09/24/2019
	Notes:			
9/6/19	Deploy the Welcome Wagon/Wellness Wagon	Complete 09/30/2019	Jacey Gorman	09/30/2019
	Notes:			
9/6/19	All teachers attend suicide awarness PD.	Complete 09/30/2019	Tonya Houpe	09/30/2019
	Notes:			
9/6/19	Compile a list of OSS students and number of days for each kid.	Complete 09/30/2019	Elise Sholar	09/30/2019

	Notes:			
9/5/19	Teachers will analyze data and compare to student schedules/instructional groupings after Diagnotic 2 testing.	Complete 11/26/2019	Lisa Brooks	11/15/2019
	Notes:			
9/5/19	Evaluate the effectiveness of additional advanced classes, based on classroom performance, iReady Diagnostics, and NC Check-ins. (Reading & Math)	Complete 11/26/2019	Lauren Roberts	11/15/2019
	Notes:			
9/6/19	Informal walkthroughs and checking Noviance to make sure lessons are being completed.	Complete 11/26/2019	Rebecca Wilbur	11/30/2019
	Notes:			
9/5/19	Schedule Change requests will be submitted accordingly based on data analysis of BOY Diagnostic and Diagnostic 2. .	Complete 01/31/2020	Lisa Brooks	12/15/2019
	Notes:			
9/16/20	Using the Instructional Grouping Report from Ready, regroup students according to need in Reading or Math based on BOY diagnostic		Lisa Brooks	09/25/2020
	Notes:			
9/6/19	Analyze OSS data and determine next steps.		Kathy Walker	09/30/2020
	Notes:			
9/16/20	Teachers will analyze data and compare to student schedules/instructional groupings after Diagnotic 2 testing.		Lisa Brooks	01/08/2021
	Notes:			
9/6/19	All teachers implement weekly Morning Meeting in classes.		Kathy Walker	01/15/2021
	Notes: Mon/Thur: Social Emotional Tue/Fri: Organizational			
9/16/20	Schedule Change requests will be submitted accordingly based on data analysis of BOY Diagnostic and Diagnostic 2. .		Lisa Brooks	01/22/2021
	Notes:			
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	05/02/2021
	Notes: During virtual setting, we are asking teachers to complete this on Wednesday.			
9/5/19	Teacher will analyze data with content coaches after all NC Check Ins/Benchmarks.		Leigh Brown	05/07/2021
	Notes:			

	9/5/19	Every teacher will have a PDSA system in place in order to address learning gaps and analyze effectiveness of learning strategies.		Kathy Walker	05/28/2021
	Notes:				
	9/5/19	Infercabulary will be used by all ELA teachers on a weekly basis.		Leigh Brown	05/28/2021
	Notes:				
	9/5/19	Academic teachers will be using a subject- specific online learning tool on a weekly basis. Focus is on Infercabulary.		Leigh Brown	05/28/2021
	Notes:	Freckly Infercabulary No Red Ink			
	9/5/19	Math and Reading Teachers will give the Beginning/Middle/End of Year Diagnostic		Lisa Brooks	05/28/2021
	Notes:				
	9/5/19	Student performance will be reviewed monthly to ensure students are appropriately placed in Tiers 1, 2, and 3.		Lisa Brooks	05/28/2021
	Notes:				
Implementation:			05/21/2019		
Evidence		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. 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			
Experience		3/12/18 PLCs are improving instruction based on needs. Dream Big groups are improving instruction based on needs. 6/6/2017 PLCs are improving instruction based on needs.			

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.			

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**
Initial Assessment:	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. 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.	Limited Development 10/04/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully implemented the principal will be able to monitor classroom instruction and provide timely feedback to teachers.		**Kathy Walker**	**06/04/2021**
Actions		**20 of 28 (71%)**		
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
Notes:				
10/16/16	Teachers will receive orientation to the evaluation process.	Complete 08/26/2016	Tonya Houpe	08/26/2016
Notes:	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 Professionall Development Plan	Complete 09/21/2016	Tonya Houpe	09/21/2016
Notes:				
10/16/16	Progress on evaluation completion will be discussed in Admin Leadership Team meetings.	Complete 05/26/2017	Tonya Houpe	06/08/2017
Notes:				

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
Notes:	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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:	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
Notes:				
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
Notes:				
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
Notes:				

	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
	Notes:				
	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
	Notes:				
	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
	Notes:				
	9/5/19	Create Professional Development Needs Survey.	Complete 08/30/2019	Bethany Burroughs	08/30/2019
	Notes:				
	9/5/19	Send Needs Survey to all certified staff.	Complete 08/30/2019	Bethany Burroughs	08/30/2019
	Notes:				
	9/5/19	Report findings of Professional Development Needs Survey to administration.	Complete 09/15/2019	Bethany Burroughs	09/15/2019
	Notes:				
	9/5/19	Create peer observation tool.	Complete 11/17/2019	Bethany Burroughs	11/17/2019
	Notes:				
	9/5/19	Administration will conduct classroom walk throughs to provide feedback on lesson plans and other items as identified by administration.		Tonya Houpe	12/20/2019
	Notes:				
	9/5/19	Administration will share results of the CWT feedback with the teachers.		Tonya Houpe	12/20/2019
	Notes:				
	9/5/19	Results of CWT will be analyzed for possible actions, such as differentiated professional development.		Tonya Houpe	12/20/2019
	Notes:				
	9/5/19	Trend data from CWT will be shared with SIT		Tonya Houpe	01/05/2020
	Notes:				
	9/5/19	Teachers will lead monthly book study discussions.		Tonya Houpe	02/14/2020
	Notes:				
	9/5/19	Every teacher will conduct two peer observations each semester.		Tonya Houpe	05/01/2020

Notes:				
9/5/19	Teachers will participate in What Great Teachers Do Differently book study.		Bethany Burroughs	05/01/2020
Notes:				
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
Notes:				
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
Initial Assessment:			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		
How it will look when fully met:			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.		Kathy Walker	06/04/2021
Actions				**7 of 10 (70%)**		
	12/9/16		Develop schedules for quarterly site visits and data analysis	Complete 01/20/2017	Melanie Taylor	08/31/2017

	Notes:				
	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
	Notes:				
	12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	08/31/2017
	Notes:	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
	Notes:	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
	Notes:	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	Administration will analyze school performance data to determine areas of focus for the 2019-2020 school year.	Complete 09/20/2019	Tonya Houpe	09/20/2019
	Notes:			
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	Complete 09/30/2019	Lisa Brooks	09/30/2019
	Notes:			
9/5/19	Administration will develop a walkthrough instrument with a focus aligned to AVID strategies and expectations (WICOR, EQ's, FNT), CKH implementation, and student engagement		Kathy Walker	12/22/2020
	Notes:			
9/5/19	Develop an Observation Feedback/Post Conference document to record ongoing feedback for each observation cycle.		Kathy Walker	12/30/2020
	Notes:			
9/15/20	Conduct CWT's using tool designed by admin		Kathy Walker	05/28/2021
	Notes:			