Comprehensive Progress Report

Mission:
MISSION: Trust, Commit, Motivate, Succeed!

Vision:
WE are the Third Creek Middle family, where we are ALL equally valued members. WE empower ALL through a nurturing environment with genuine trusting relationships, highly-engaged learners, strong community, and positive energy. Together, WE save lives.

Goals:
A.4.06 Decrease overall ODR (office discipline referrals) by 20% by creating a nurturing and positive learning environment by holding high expectations and being aware of emotional needs by May 2023.

A.4.01 - Increase overall academic proficiency by 15% by May 2023 in Reading, Math, and 8th grade Science.

E.1.06 Teachers will increase two-way communication between home and school by holding quarterly conferences for any student at risk for failing their course and create bi-weekly communications (remind, texts, calls, newsletters, etc.) or posts about events happening in their classroom by May 2023.

C. 3. 04 Teacher Working Conditions' overall satisfaction for working at TCMS will increase from a C to a B by May 2023.

Activity in the last 3 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**

| Initial Assessment: | Capturing Kids Hearts: The majority of teachers have been trained and we do have 5 process champions who are responsible for coaching teachers in the implementation. The teachers who have not been trained will be in the near future. All teachers will have a CKH Reboot. Few classrooms are utilizing CKH procedures as they should and we are working to re-focus efforts to ensure this is happening.

PBIS: PBIS has been in place at TCMS for many years and has been recognized for the quality of it in our school. Teachers consistently give out tickets for positive behavior and drawings are done monthly. There are also school-wide events each quarter to recognize students who have maintained positive behavior. Teachers are trained on PBIS every year, as well as on an as needed basis.

The school has established procedures for addressing behaviors in an effort to maintain consistency. Teachers are provided training each year in what misbehaviors should be addressed in the classroom versus those that need to be addressed in the office. Classroom management is guided by PBIS, CKH, and other developed procedures. However, not all teachers consistently hold students to high expectations and follow the procedures with fidelity. Also, not all teachers establish and uphold their own classroom procedures, causing there to be issues with their classroom management.

Aug. 2021 TCMS has reviewed Office Managed vs. Classroom Managed offenses. All Classrooms have completed PBIS reteach of Matrix to students. Classrooms and Grade levels have defined Grade level Consequences. | Limited Development 09/27/2017 | | |

How it will look when fully met:	At full implementation, our data will show that 80% of students are successful at tier 1 with PBIS and CKH being used effectively. 15% of students will be successful with tier 2 interventions and only 5% of students will need tier 3 interventions. There will be a consistent reduction in ODRs each year with repeat offenders being tier 2 or 3 students and TCMS # of ODRs by ethnicity (black) will decrease by 20%. Targeted Goal; - Decrease overall ODR (office discipline referrals) by 20% by creating a nurturing and positive learning environment by holding high expectations and being aware of emotional needs by May 2023.		Sarah Paslay	12/15/2022
Actions		0 of 9 (0%)		
4/21/21	All staff will receive PBIS training to review school-wide expectations, procedures, etc.		Sarah Paslay	08/30/2022
Notes:				
4/21/21	All students will receive instruction on PBIS expectations at the beginning of the year, including the BARK matrix.		Sarah Paslay	09/01/2022
Notes:				
9/22/22	All staff will receive Safe School Training with continued focus training for updates and for new employees.		Sarah Paslay	09/30/2022
Notes:				
9/22/22	All staff is trained in CKH.		Janna Sells	11/15/2022
Notes:				

9/22/22	Daily Morning meetings and Second-Step meetings will take place in classrooms to foster positive relationships and further develop character skills.		Janna Sells	12/15/2022
Notes:	This is will be monitored by CWL by Student Support and Administration.			
4/21/21	All staff will receive training on the Check In/Check Out intervention.		Janna Sells	12/15/2022
Notes:				
4/21/21	Administration will continue using Restorative Justice to resolve behavior problems and restore positive relationships.		Sarah Paslay	12/15/2022
Notes:	Restorative Justice practices are used as needed and are not on defined dates.			
4/21/21	Tier 2 and Tier 3 behavior interventions will be used to address students' behavioral needs in order for them to be successful. These include, but aren't limited to, Piedmont Peer mediation, BIPs, FBAs, Check In/Check Out, Restorative Justice, support groups, etc.		Sarah Paslay	12/15/2022
Notes:				
4/21/21	The MTSS team will meet twice per month to discuss students with social/emotional needs, determine interventions that may be needed, monitor data, etc.		Sarah Paslay	12/15/2022
Notes:				

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**
Initial Assessment:	Three out of four core subjects have unit plans provided at the district level. All content areas have standards provided and some have pacing guides. All teachers are expected to participate in PLCs weekly and have standards-aligned lesson plans readily available. Unit plans provided by the district aren't updated. Pacing guides aren't updated. PLCs continue to meet regularly to Unpack curriculum standards.	Limited Development 10/25/2016		
How it will look when fully met:	At full implementation, all subjects will utilize standards-aligned unit plans routinely and pacing guides will be used to drive instruction. Unit plans will include criteria for mastery, pre- and post-tests, engaging learning activities, and materials that are accessible to all colleagues. They will also include scaffolding and differentiation to meet the needs of all learners.		**Vanessa Hannah**	**12/15/2022**
Actions		**0 of 5 (0%)**		
4/21/21	Teachers will create weekly, standards-aligned lesson plans that are driven by unit plans and pacing guides. Lessons will include scaffolding, differentiation, Daggett strategies, Costas, and AVID strategies. Lesson plans will be posted in the appropriate Google folder/Playbook.		Janna Sells	12/15/2022
Notes:	Content coaches will assist in driving lesson planning. Admin will monitor completion of lesson plans.			
4/21/21	PLCs will meet with Principal, Janna Sells and their content coach weekly to monitor data, create lesson plans, etc.		Janna Sells	12/15/2022
Notes:	Content coaches: ELA -- Traci Fox Math -- Whitney Nolan Science -- Graham Lynch Social Studies -- Erin Trawinski			

4/21/21	Grade levels and departments will use the same anchor charts to establish consistency in learning strategies in all classrooms.		Janna Sells	12/15/2022
Notes:	Recurrence is as needed.			
4/21/21	Student engagement and chunking will be looked for in weekly lesson plans		Janna Sells	12/15/2022
Notes:	All admin and content coaches will assist in this.			
9/14/21	Teachers will complete professional development and implement utilize effective reading skill strategies to teach explicit vocabulary for students to master the content.		Janna Sells	12/15/2022
Notes:	CWT walk will be used to identify implementation.			

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:		School-level: Core classes take place for all students (tier 1). Remediation takes place during Level up time to address tier 2 needs. Data analysis is a high priority, but not all teachers are using data consistently to drive instruction. 2021-2022 School-level: Core classes take place for all students (tier 1/tier 2 students). Intervention takes place during CORE two time per week for 45 minutes. Data analysis is a high priority, but not all teachers are using data consistently to drive instruction. There is an TCMS MTSS process, but it needs to be consistently monitored with Fidelity and data used to determine effectiveness for both MTSS Academic and SEL.	Limited Development 10/25/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		

			Janna Sells	12/15/2022
How it will look when fully met:	Tiered Instructional System description: 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 2019-2020, the overall school composite EVAAS will increase from -1.46 points to 0. Target Goal: Increase overall academic proficiency by 15% by May 2023 in Reading, Math, and 8th grade Science.			
Actions		**2 of 13 (15%)**		
9/22/22	Administer the iReady ELA fall diagnostic test and analyze data.		Janna Sells	09/30/2022
Notes:				

9/22/22	Train new ELA and math teachers in iReady and Ready instruction.		Janna Sells	09/30/2022
Notes:				
9/22/22	All core teachers will administer Check-in Assessment 1 and analyze the data to guide instruction.		Janna Sells	12/15/2022
Notes:				
2/8/17	Tier 1 instruction will include data-driven differentiation in all core classrooms.		Janna Sells	12/15/2022
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		Janna Sells	12/15/2022
Notes:	Include discussion of vocabulary instruction, data, etc., in PLCs at least once per month.			
11/14/16	Goal team will meet monthly to monitor plan progress		Janna Sells	12/15/2022
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 spreadsheet data to ensure it is updated and students are showing growth.			
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.		Janna Sells	12/15/2022

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.			
9/11/17	All departments, PLCs, and individual classrooms will create data-driven SMART goals that focus on growth for all students.	Complete 09/11/2020	Janna Sells	12/15/2022
Notes:	Goals may be updated throughout the year based on progress.			
9/28/17	Fidelity checks will take place with weekly lesson plan checks and feedback and monthly classroom walk through data analysis.	Complete 05/21/2021	Janna Sells	12/15/2022
Notes:	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.			
9/15/20	Regularly complete fidelity checks during level up instruction and provide teacher feedback.		Janna Sells	12/15/2022
Notes:	Goal is to complete a fidelity check for each class bi-weekly, with a specific focus on LEXIA and Transmath programs			
9/15/20	AVID team will provide ongoing, school-wide PD on WICOR strategies and Costa's Higher Level of Thinking Strategies.		Vanessa Hannah	12/15/2022
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. 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.			

11/13/21	Review MOY I-Ready Reading Data to show 50% of students growth by 3 or more points and/or 30% move up by one/two grade levels on MOY diagnostic.		Janna Sells	12/15/2022
Notes:				
9/12/22	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.		Janna Sells	12/15/2022
Notes:				
Implementation:		10/01/2021		
Evidence	10/1/2021			
Experience	10/1/2021			
Sustainability	10/1/2021			

	KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			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	Limited Development 10/25/2016		

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.

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

Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:	The behavioral supports of MTSS would be implemented. Tier 1: *Data-driven, universal school-wide behavior expectation matrix (PBIS) *School-wide reinforcement system *Classroom vs. Office managed behavior document *Lesson plans that explicitly explain/model behavior expectations with all students/staff *Multiple gating system: ODR/OSS, internalizing and externalizing behaviors Tier 2: *Data-based decisions *Strategic, targeted interventions *CICO, class pass, mentoring *Targeted social skill instruction *Groups based on data *Internalizing behaviors referral *Progress monitoring daily/weekly Tier 3: *MTSS Teams FBA/BIP *Long-term, intensive, responsive support *Referrals to partners *Progress monitoring daily Evidence: *Monthly data on discipline referrals *Core Team tracking data *monthly support group data * PBIS notebook *student contact log sheets *student recognition notebook and bulletin board *ISS data *Teacher sign in sheets from ISS *student contacts maintained in log book in guidance office *mentor sign in book located in main office Outcome: *TCMS will decrease the total number of ODRs by 10% from 642 in 2019-2020 to 578 by May 2021.

Target Goal : Decrease overall ODR (office discipline referrals) by 20% by creating a nurturing and positive learning environment by holding high expectations and being aware of emotional needs by May 2023. | | **Sarah Paslay** | **06/07/2023** |

Actions		**15 of 20 (75%)**		
8/28/19	All certified staff will attend trauma training.	Complete 08/06/2020	Marlene Scott	08/13/2020
Notes:				
9/14/17	PBIS staff training	Complete 09/09/2020	Lydia Mayberry	09/09/2020

	Notes: Data source: Staff sign-ins			
9/14/17	All students will receive instruction on PBIS expectations at the beginning of the year, which includes each BARKS matrix.	Complete 09/08/2020	Lydia Mayberry	09/11/2020
	Notes: Data source: Lesson plans			
9/14/17	Train tier 1-2-3 behavior interventions.	Complete 09/16/2020	Lydia Mayberry	09/16/2020
	Notes: Data source: Grade level agendas Mayberry trains teacher in grade level meetings on interventions, including check-in/check-out and ABC checklists at the beginning of the year and as needed. SAP trains teachers on the Core team process. Mayberry meets with teachers in grade levels to review ODR data monthly.			
9/10/18	Inservice training on school safety, school shooter, and lockdown procedures provided to staff.	Complete 10/23/2020	Officer Lawrence	10/31/2020
	Notes: Data source: Teacher sign-in			
9/14/17	Bullying training for staff and students.	Complete 10/30/2020	Lanise White	10/31/2020
	Notes: Data source: Staff meeting agendas Bullying training will also occur as needed.			
9/14/17	PBIS Team, student counsel, Beta club, and guidance will continue to sponsor yearly Kindness Challenge	Complete 02/12/2021	Lydia Mayberry	03/30/2021
	Notes: Evidence: Decrease in spring ODRs Student counsel and Beta also support this step.			
9/14/17	Provide training to volunteers and community mentors following approval from Race St. in regards to background check.	Complete 05/28/2021	Lydia Mayberry	05/31/2021
	Notes: 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.	Complete 05/28/2021	Lydia Mayberry	05/31/2021
	Notes:			
9/14/17	PBIS coach meets with grade levels monthly to discuss ODR data, as well as student referrals.	Complete 05/14/2021	Lydia Mayberry	05/31/2021
	Notes: Data source: Grade level agendas			

9/14/17	PBIS team will have bi-weekly prize drawings to recognize students' positive behavior.	Complete 05/28/2021	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.	Complete 05/28/2021	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.			
9/10/18	Admin, SAP, and guidance will attend Restorative Justice training workshops and will continue implementation.	Complete 09/30/2021	Lydia Mayberry	05/31/2021
Notes:				
9/28/17	Goal team one will review Office Discipline Referral data monthly.	Complete 05/11/2021	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.	Complete 05/26/2021	Lydia Mayberry	05/31/2021
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
Notes:	Will be provide if able based on COVID regulations			
1/24/19	Truth Girls will take place one afternoon per week to support girls' needs.		Sarah Paslay	05/31/2023
Notes:				
1/24/19	Guidance and SAP support groups will be established and meet weekly to support students' social, emotional, and behavioral needs.		Sarah Paslay	05/31/2023
Notes:				

			Implementation Status	Assigned To	Target Date
9/10/18	Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.			Sarah Paslay	05/31/2023
Notes:					
9/15/17	Review classroom managed behavior vs. office referral matrix.			Sarah Paslay	06/02/2023
Notes:	Data source: Grade level agendas Additional training provided as needed.				
Implementation:			09/12/2022		
Evidence	10/1/2021 This objective has been met because of the reduction of ODR data, and positive student response toward improvement, the MTSS process in place with supporting documentation of the process, Across grade level common implementaion.				
Experience	10/1/2021 Effective Teacher review of Office Managed vs. Classroom Manage, Revamp and recreation of lesson from PBIS to teach students with process for PBIS Reward and Recognition. Clear Classroom and Grade level Expectations. Opportunity for review of ODR data, MTSS BEH implementation, and professional development. Continue CKH for review and implementation is scheduled.				
Sustainability	10/1/2021 CWT of implementation in classrooms and across grade levels. REview monthly of ODR data and monthly biweekly of MTSS BEH data.				

Core Function:	Dimension C - Professional Capacity				
Effective Practice:	**Talent recruitment and retention**				
KEY	**C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	School: We are no longer receiving low-performing teachers from other schools. We need continued district support in this area. Procedures are in place for recruiting, evaluating, and replacing staff. We try to reward teachers through recognition. Money is not available to provide monetary incentives. LEA: Iredell Statesville Schools utilizes the North Carolina Educator Evaluation System (NCEES) as the platform for evaluating certified staff and locally developed rubrics for classified staff. Professional Development is provided, yet opportunities for growth exist in the on-boarding process for new administrators and teachers. Data is collected and presented however; it is shared informally with school leaders and is lacking a systematic process. The self assessment and professional development plans are included in the NCEES process. There are opportunities for improvement with coaching and feedback to provided targeted feedback with closed coaching loops. Policy requires ten day feedback cycle after observations of teachers, however sometimes this is deadline is not adhered to. NCEES structure and platform is designed by the state, however quality of delivery fidelity of the process are opportunities for improvement. School leaders are evaluated through NCEES and follow a similar format. Clear and constructive feedback is not always evident in teacher observations or summatives. ERPD and Innovation Showcase allows teachers to receive PD based on teacher interest. More differentiation is needed. A defined process for developing capacity is in place and is tied to teacher to teacher growth and replacement in the event that improvement is not evident. Recognizing and rewarding teachers is provided through district of the year celebrations, however this is an area identified on climate surveys as a priority area. Beginning teachers have mentors to help support their first years. TCMS participates with TSL grant and is provided with a Master Teacher who helps support beginning teachers to help with retention of qualified teachers. Target Goal: Teacher Working Conditions overall satisfaction for working at TCMS will increase from a C to a B by May 2023.	Limited Development 11/01/2016		

How it will look when fully met:	Teacher Working Conditions overall satisfaction for working at TCMS will increase from a C to a B by May 2023. Beginning teachers and Lateral Entry teachers are provided with mentors to help support their first years. TCMS participates with TSL grant and is provided with a Master Teacher who helps support beginning teachers to help retain qualified teachers.		Mark Shinkaruk	05/30/2023
Actions				
	Notes:			

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
Initial Assessment:			Weekly ConnectEd messages. Open house Beginning quarterly curriculum nights. Positive phone calls home to every child each quarter. We will be sending home a monthly communication newsletter that will help parents understand their middle school child and how to help at home. Some teachers send home monthly newsletters. Webpage and Facebook are updated regularly. Progress reports are sent home between report cards. Report card comments are required for low grades and conduct concerns. Attendance letters are sent home when students have 3, 6, and 10 unexcused absences. Teachers make parent contact if students have a D or F. Teachers make parent contact in regards to behavior concerns. Admin contact parents regarding discipline that results in ISS or OSS. Guidance counselor makes home visits for high priority attendance issues. Teachers will increase two-way communication between home and school by holding quarterly conferences for any student at risk for failing their course and create bi-weekly communications (remind, texts, calls, newsletters, etc.) or posts about events happening in their classroom by May 2023.	Limited Development 10/25/2016		
How it will look when fully met:						
Actions						
		Notes:				