

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 2024.

A.4.01 - Increase overall academic proficiency by 10% by May 2024 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, conduct home visits and create bi-weekly communications (remind, texts, calls, newsletters, etc.) or posts about events happening in their classroom by May 2024.

C. 3. 04 Teacher Working Conditions' overall satisfaction for working at TCMS will increase from a C to a B by May 2024.



! = 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. 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. We also have a "Bark Shop" reward store started in 2021-2022 school year.

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

<p>How it will look when fully met:</p>	<p>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%.</p> <p>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 2024.</p>		<p>TJ Brinkman</p>	<p>12/22/2023</p>
<p>Actions</p>		<p>5 of 9 (56%)</p>		
<p>4/21/21</p>	<p>All staff will receive PBIS training to review school-wide expectations, procedures, etc.</p>	<p>Complete 08/25/2022</p>	<p>Sarah Paslay</p>	<p>08/30/2022</p>
<p><i>Notes:</i></p>				
<p>4/21/21</p>	<p>All students will receive instruction on PBIS expectations at the beginning of the year, including the BARK matrix.</p>	<p>Complete 09/02/2022</p>	<p>Sarah Paslay</p>	<p>09/30/2022</p>
<p><i>Notes:</i></p>				
<p>9/22/22</p>	<p>All staff will receive Safe School Training with continued focus training for updates and for new employees.</p>	<p>Complete 08/22/2022</p>	<p>Sarah Paslay</p>	<p>09/30/2022</p>
<p><i>Notes:</i></p>				
<p>9/22/22</p>	<p>All staff is trained in CKH.</p>	<p>Complete 08/09/2022</p>	<p>Janna Sells</p>	<p>11/15/2022</p>
<p><i>Notes:</i></p>				
<p>4/21/21</p>	<p>All staff will receive training on the Check In/Check Out intervention.</p>	<p>Complete 03/15/2022</p>	<p>Janna Sells</p>	<p>12/15/2022</p>

<i>Notes:</i>			
4/21/21	Administration will continue using Restorative Justice to resolve behavior problems and restore positive relationships.		Beth Zimmerman 12/22/2023
<i>Notes:</i> 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.		Dana Savoy 12/22/2023
<i>Notes:</i>			
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.		Harry Efird 12/22/2023
<i>Notes:</i>			
9/22/22	Daily Morning meetings and Second-Step meetings will take place in classrooms to foster positive relationships and further develop character skills.		Micheal Mitchell 12/22/2023
<i>Notes:</i> This is will be monitored by CWL by Student Support and Administration. Morning Meeting Calendar Link : https://docs.google.com/spreadsheets/d/1FkqMsOVTcIl-Kt6Tc5rJJD7Q3Yk76DWUHF_F9Ovndys/edit?usp=sharing			

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:	<p>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.</p> <p>Unit plans provided by the district aren't updated. Pacing guides aren't updated.</p> <p>PLCs continue to meet regularly to Unpack curriculum standards.</p>	Limited Development 10/25/2016		
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<p>How it will look when fully met:</p>	<p>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.</p> <p>Tested subjects have identified workable goals for achievable growth.</p> <p>8th Grade</p> <p>Math - 20% GLP</p> <p>Reading - 30%GLP</p> <p>Science - 40% GLP</p> <p>7th Grade</p> <p>Math - 35% GLP</p> <p>Reading - 25% GLP</p> <p>6th Grade</p> <p>Math - 30% GLP</p> <p>Reading - 21% GLP</p>		<p>Vanessa Hannah</p>	<p>12/22/2023</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>4/21/21</p>	<p>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.</p>		<p>TJ Brinkman</p>	<p>12/22/2023</p>
<p><i>Notes:</i> Content coaches will assist in driving lesson planning. Admin will monitor completion of lesson plans.</p>				
<p>4/21/21</p>	<p>PLCs will meet with the content assigned administrator, Shinkurak/Math, Efird/ELA, Pasley/Sci/SS and their content coach weekly to monitor data, and create lesson plans.</p>		<p>Sarah Paslay</p>	<p>12/22/2023</p>

Notes: Content coaches:
 ELA -- Traci Fox
 Math -- Whitney Nolan
 Science -- Adrian Parker
 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. Vanessa Hannah 12/22/2023

Notes: Recurrence is as needed.

4/21/21 Student engagement and chunking will be looked for in weekly lesson plans Kristina Battle 12/22/2023

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. Helen Fowler 12/22/2023

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
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<i>Initial Assessment:</i>	<p>School-level: Core classes take place for all students (tier 1). Math remediation takes place during Level up time to address tier 2 and tier 3 needs. This includes TransMath for Tier 3 and Math Fluency and Computations for Tier 2. Reading remediation occurs through small group instruction in the ELA classroom using Lexia. Teachers use data to create small groups to provide students with weekly opportunities to practice their lexia skills and learn in teacher directed small group instructional groups for skill gaps.</p> <p>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.</p>	Limited Development 10/25/2016		
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Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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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 2023-2024 school year, the overall school composite EVAAS will increase from -4.14 points to 0. This will continue in a positive direction from the 22-23 school year increasing from -9.55 to -4.14.

Target Goal: Increase overall academic grade level proficiency (GLP) by May 2024 in Reading, Math, and 8th grade Science.

Sarah Paslay

12/22/2023

8th Grade

Math - 20% GLP

Reading - 30%GLP

Science - 40% GLP

7th Grade

Math - 35% GLP

Reading - 25% GLP

6th Grade

Math - 30% GLP

Reading - 21% GLP

Actions

7 of 16 (44%)

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

Sarah Paslay

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

Sarah Paslay

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.

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

Complete 03/14/2023

Sarah Paslay

12/15/2022

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

9/15/20	Quarterly fidelity checks for Tier 3 level-up instruction.	Complete 03/14/2023	Sarah Paslay	06/09/2023
	<i>Notes:</i> Goal is to complete a fidelity check for each class bi-weekly, with a specific focus on LEXIA and Transmath programs			
9/22/22	Administer the iReady ELA and Math diagnostic test and analyze data.	Complete 05/10/2024	Kristina Battle	08/30/2023
	<i>Notes:</i>			
9/22/22	Content Coaches and Master teacher work with staff in using i-Ready instructional tools and reports, as needed	Complete 09/05/2023	Kristina Battle	09/15/2023
	<i>Notes:</i>			
9/21/23	Teachers are trained in Tier 2 and Tier 3 math interventions	Complete 09/15/2023	Amanda Moore	09/15/2023
	<i>Notes:</i> All staff will be trained in tier 2 interventions for math and those teaching Transmath will attend training			
9/21/23	ELA teachers use lexia weekly in small group instructional groups to provide students with individual path and small group instruction to close skill gaps		Vanessa Hannah	12/20/2023
	<i>Notes:</i> Teachers will plan with ELA coach to use the lexia data to make grouping decisions and provide small group instruction to students and allow individual time on lexia.			
9/21/23	Teachers use Intervention lesson plans to provide Tier 1, Tier 2 and Tier 3 math supports during level up		Sarah Paslay	12/20/2023
	<i>Notes:</i> Calendar and PD provided offer tier 1 support for students on grade level, tier 2 - math computation and fact fluency, tier 3 - transmath numbers & operations			
9/15/20	AVID team will provide ongoing, school-wide PD focus note taking, mark the text, and jigsaw.		Vanessa Hannah	12/22/2023
	<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. (Completed Feb. 23)			
	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.		Kristina Battle	12/22/2023
	<i>Notes:</i>			

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.		Beth Zimmerman	12/22/2023
	<i>Notes:</i> After Diagnostic 2, student's level-up schedule was updated.			
2/8/17	Tier 1 instruction will include data-driven differentiation in all core classrooms.		Sarah Paslay	12/22/2023
	<i>Notes:</i> 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	MTSS team will follow MTSS process, particularly focusing on students who are tier 2 and tier 3, to determine the effectiveness of interventions and next steps.		Sarah Paslay	12/22/2023
	<i>Notes:</i> Level-Up calendar for i-ready lesson (Tier 2) and Lexia and TransMath (Tier 3)			
9/22/22	All core teachers will administer Check-in Assessment and analyze the data to guide instruction.		Kristina Battle	04/30/2024
	<i>Notes:</i>			
11/14/16	Goal team will meet monthly to monitor plan progress		Vanessa Hannah	06/01/2024
	<i>Notes:</i> The instructional design goal team will monitor, * Diagnostic Data * Check -in Data * AVID Implementation (jig-saw, focus note-taking, and marking the text) Measure data and classroom walk-throughs.			
Implementation:		10/01/2021		

<i>Evidence</i>		10/1/2021			
<i>Experience</i>		10/1/2021			
<i>Sustainability</i>		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
<i>Initial Assessment:</i>		<p>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. Teachers will use weekly second step lessons with their third period to build community and teach social emotional learning skills</p> <p>- 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 2024.</p>	Limited Development 10/25/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The behavioral supports of MTSS would be implemented.</p> <p>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</p> <p>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</p> <p>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</p> <p>Outcome: *TCMS will decrease the total number of ODRs by 20% from 1307 to 1046.</p> <p>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 2024.</p>			Harry Efird	12/22/2023
Actions			2 of 13 (15%)		
9/14/17	All students will receive instruction on PBIS expectations at the beginning of the year, which includes each BARKS matrix.		Complete 08/18/2023	Beth Zimmerman	08/20/2023
	<i>Notes:</i> Data source: Lesson plans				
9/14/17	Bullying training for staff and students. Students are also introduced and trained on using the Say Something App.		Complete 09/01/2023	Beth Zimmerman	09/05/2023
	<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.			Beth Zimmerman	12/20/2023

	<p><i>Notes:</i> One on One Counseling Small groups Check in Check out Check & Connect (Shanika Turner with Aftershock)</p>			
3/15/23	Teachers will use Capturing Kid's Hearts strategies will greet students at the door and have social contracts.		Mark Shinkaruk	12/20/2023
	<p><i>Notes:</i> All Staff trained in August. All staff has this in PDP goals and it is a school-wide expectation. Reviewed this Feb 2023 ERPD. Staff refreshed in June 2023 and new staff trained August 2023</p>			
9/21/23	Teachers will use Second Step SEL lessons weekly during level up according to the Level Up Lesson Planning Calendar		Beth Zimmerman	12/20/2023
	<i>Notes:</i>			
9/14/17	PBIS team will have bi-weekly "Bark" shop for students to use their earned tickets to buy prizes.		Beth Zimmerman	12/20/2023
	<p><i>Notes:</i> In Jan 2023 reviewed the Bark Matrix and ticket distribution process. In Feb 2023 recognized teachers via leadership notes for PBIS drawing.</p>			
9/14/17	Revisit BARKS matrix with students following long breaks from school after holidays and extended snow days.		Beth Zimmerman	12/22/2023
	<p><i>Notes:</i> Complete week 1 of school. Complete after Christmas Break. Complete at Semester change. Complete after Spring Break. Will complete after Easter Break.</p> <p>Bark Matrix Link: https://drive.google.com/file/d/1V-2DIhqmWGOM9hqvoj52BwQESCwBri2z/view?usp=sharing</p>			
9/10/18	Admin, SAP, and guidance will implement Restorative Justice.		Harry Efird	12/22/2023
	<i>Notes:</i> Mediation students and assign restorative consequences. Hold Mediation between staff.			
1/24/19	Truth Girls will take place one afternoon per week to support girls' needs. We will use data of Truth Girls attendance and ODR Data for the attendees to determine the support and correlation.		TJ Brinkman	12/22/2023
	<i>Notes:</i>			
9/15/17	Review classroom managed behavior vs. office referral matrix.		Harry Efird	12/22/2023

Notes: Data source: Grade level agendas (Aug 2022 & March 2023)

Additional training provided as needed.

9/28/17 Student Learning Environment goal team will review Office Discipline Referral data monthly.

Helen Fowler

06/01/2024

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 second semester school-wide events to recognize students' positive behaviors.

Harry Efirm

06/01/2024

Notes: Behavior goal team will plan two events for PBIS schoolwide

9/10/18 Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.

Harry Efirm

06/01/2024

Notes: This data will also be used in addition to ABC data. This was revised in Dec 2023, to "reset" consequences in Jan (Change of Semester.)

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.

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Many steps are in place to help students effectively transition from elementary to middle and middle to high. However, there are limited steps in place to help students transition from 6th to 7th and from 7th to 8th. Elementary to Middle transition steps include: Spring school tour visits; principal visits to elementary schools; band recruitment; summer transition camp to participate in group activities, practice routines, & meet teaches and peers; Crosby Scholars; open house; counselor teaching lessons in 6th grade classrooms; support groups; and MTSS team</p> <p>Middle to High transition steps include: CTE classes, guidance counseling, visits from Early College & HS counselors, visits from counselors explaining options for high schools, 8th grade visit to CATS, virtual high school visits, virtual college tours, support groups</p> <p>Transition between grade levels in middle school include: parent conferences, open house, student handbook with expectations, student grade level meetings with principal, and MTSS team</p>	Limited Development 09/27/2017		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>At full implementation, a well-defined plan will be created and implemented with fidelity that addresses the transitional needs of students from elementary to middle, between middle grade levels, and from middle to high.</p> <p>For the transition from elementary to middle, it will include opportunities for students to learn about the school building, practice new procedures that are specific to middle school, skills for independently managing time and work, building positive relationships, handling difficult situations, etc.</p> <p>For all students, the plan will include instruction and practice with following procedures and expectations, social/emotional supports, character building, etc.</p> <p>For the transition from middle to high, the plan will include the high school coming to visit the students and introducing them to classes at the schools, expectations, opportunities provided, and more.</p>		Objective Met 03/15/23	TJ Brinkman	12/15/2022
Actions					
	4/21/21	8th grade EC transition meetings will be held to foster smooth transitions for these students from middle to high school.	Complete 03/15/2023	Janna Sells	12/15/2022
	<i>Notes:</i>				
Implementation:			03/15/2023		
Evidence	3/15/2023 All 8th grade EC students have transition meetings.				
Experience	3/15/2023 Completed in May of 2022				
Sustainability	3/15/2023 These are held annually.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		An LEA team is in place to support the school. The team meets quarterly with leadership. Additional support is needed in order to address the high needs of our school, including both funding and professional development from district leadership. This includes academic, personnel, social, emotional, and medical needs. Some requests made to the district for additional support are addressed, but not all.	Limited Development 11/01/2016		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	Objective Met 10/01/21	Kelly Cooper	08/30/2017
Actions					
	12/9/16	Establish team make-up and invite team members.	Complete 11/18/2016	Kelly Cooper	11/20/2016
	<i>Notes:</i>				
	12/9/16	Identify in advance materials/info needed prior to meetings and "meeting materials champion."	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
	<i>Notes:</i>				
	12/9/16	Identify team member who will collect and distribute additional agenda items.	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
	<i>Notes:</i>				
	12/9/16	Look for any other issues to be addressed and possible solutions for addressing them.	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
	<i>Notes:</i>				

12/9/16	Identify meeting facilitator who ensures that we prioritize and address all critical agenda items.	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine how we will make decisions – by consensus, vote, or other	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine under what circumstances and how we will make decisions outside of group meetings? Through e-mail? Are there some decisions that require discussion?	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine means of communication for team members who cannot attend the meeting.	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine a protocol to use when disagreement with a decision may occur.	Complete 01/10/2017	Melanie Taylor	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine what information will be shared through e-mail?	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Establish timelines, meeting dates and agenda expectations.	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Develop team mission/vision.	Complete 01/10/2017	Jed Stus	01/13/2017
	<i>Notes:</i>			
12/9/16	Determine ground norms	Complete 01/10/2017	Jed Stus	01/13/2017
	<i>Notes:</i>			
12/9/16	Meeting times/dates/frequency	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>			
12/9/16	Select a “scheduling champion” for the group’s meetings and the method of communication.	Complete 01/10/2017	Jed Stus	01/13/2017
	<i>Notes:</i>			
12/9/16	Develop review process and protocols for outcomes and accountability measures.	Complete 09/15/2017	Jed Stus	07/15/2017
	<i>Notes:</i>			
3/29/17	District support and improvement team will communicate protocols and outcome measures during leadership academy week	Complete 09/15/2017	Jed Stus	07/15/2017
	<i>Notes:</i>			

Implementation:		10/01/2021		
Evidence	10/1/2021 Operational SIP plan created and utilized.			
Experience	10/1/2021 Feedback provided on SIP to LEadership andPrincipal			
Sustainability	10/1/2021 10/1/2021Continue to implement Schoolwide SIP plan yearly			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have common planning time for grade levels, PLCs biweekly, department meetings monthly, goal team meetings monthly, etc. The only team described in Wise Ways that we do not have is a School Community Council (PTO), which is a struggle for us.</p> <p>Teachers instructional planning is not interrupted unless absolutely necessary. Administration ensures that teachers are not pulled from their instructional planning times to do things beyond what is expected to prepare for their students and classrooms.</p> <p>As teams meet, (Dept., Goal Team, Sit, etc.) they have an agenda given before the meeting for review and members are able to add items if needed. Data is shared, compared, analyzed, and decisions are made to the best interests of students.</p>	Limited Development 04/14/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>An organization structure Chart has been established to clearly define roles throughout the school From Admin. level to Grade levels/PLCs and Dept. Level. A Schoolwide Calendar has been established both electronically, and in Conference room for staff review and planning and weekly update provided for staff. Established set times have also been included for monthly and weekly meetings. Duties rosters and schedules will be created, shared and communicated throughout the year for teachers and staff.</p> <p>Communication on TWCS and School Climate survey will show 60% @ or above on survey areas for Communication, and roles and duties.</p>	Objective Met 03/15/23	Sarah Paslay	12/15/2022
Actions					
	10/1/21	Create and implement a system wide and schoolwide duty schedule, calendars of events, meetings, with organizational chart of roles and responsibilities to be communicate among and between leadership, teachers, and staff.	Complete 03/15/2023	Sarah Paslay	12/15/2022
<i>Notes:</i>					
Implementation:			03/15/2023		

Evidence	3/15/2023 It is attached to teacher handbook.			
Experience	3/15/2023 This was given in Aug 2022.			
Sustainability	3/15/2023 This is provided yearly and updated as needed.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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:		We have a principal, an assistant principal, a guidance counselor, a part-time SAP, and a part-time nurse. Approximately 95% of our 400 students are on free or reduced lunch and have high social, emotional, physical, academic, and medical needs. Currently, our teachers assist in addressing these needs, which limits instructional time. Admin monitors instruction frequently and gives feedback, but their capacity is limited by the high needs of students. This is further compounded by the lack of support personnel.	Limited Development 10/25/2016		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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

<p>Initial Assessment:</p>	<p>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.</p>	<p>Limited Development 11/01/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p><u>Use school performance data to drive school improvement and professional development related to curriculum needs.</u> Data used to drive curriculum needs includes:</p> <ul style="list-style-type: none"> *EOG data--Analyzed by admin, goal teams, and teachers over the summer to determine student placement, teacher placement, SIP goals, 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. 	<p>Objective Met 03/15/23</p>	<p>Mark Shinkaruk</p>	<p>12/15/2022</p>

*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.

Actions

9/14/17	Data days will be utilized to analyze student data and develop differentiated, data-driven instruction.	Complete 03/15/2023	Janna Sells	12/15/2022
<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 03/15/2023	Mark Shinkaruk	12/15/2022
<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.	Complete 03/15/2023	Janna Sells	12/15/2022
<p><i>Notes:</i> Data source: PLC agendas</p>				
9/28/17	Fidelity checks will take place using classroom walk through data monthly.	Complete 03/15/2023	Mark Shinkaruk	12/15/2022
<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.	Complete 03/15/2023	Vanessa Hannah	12/15/2022
<p><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.</p> <p>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.</p> <p>Evidence: Teacher lesson plans</p> <p>Student Assessment and grade average</p> <p>Teacher walk through's and teacher observations</p> <p>Evidence of WICOR strategies being used in the classroom through student and teacher interaction</p> <p>Consistent review of Powerschool data on all students</p> <p>Consistent review of CCI standards and indicators</p>				
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.	Complete 03/15/2023	Vanessa Hannah	12/15/2022
<p><i>Notes:</i> Evidence: Teacher lesson plans</p> <p>Student Assessment and grade average</p> <p>Teacher walk through's and teacher observations</p> <p>Evidence of WICOR strategies being used in the classroom through student and teacher interaction</p> <p>Consistent review of Powerschool data on all students</p> <p>Consistent review of CCI standards and indicators</p>				
Implementation:		03/15/2023		

<i>Evidence</i>	3/15/2023			
<i>Experience</i>	3/15/2023 This is not a current goal			
<i>Sustainability</i>	3/15/2023			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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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.		Mark Shinkaruk	12/22/2023
Actions		6 of 8 (75%)		
3/15/23	New Hires will attend district new hire training.	Complete 08/30/2022	Mark Shinkaruk	08/30/2022
<i>Notes:</i> The third day of the new hiring training is hosted on TCMS Campus. Provided tour, team building, student and teacher expectations and will have opportunities to prepare classroom and are provided curriculum resources.				
3/15/23	TCMS participates with TSL grant and is provided with a Master Teacher who helps support beginning teachers to help retain qualified teachers.	Complete 06/09/2023	Vanessa Hannah	06/09/2023
<i>Notes:</i> Master teacher attends monthly district plc, has contact log, and will provide a portfolio that will be provided to the district at the end of April. Master teacher attended the "Knight Instructional coaching training in July"				
3/15/23	Engagement School Culture goal team will host staff moral oppurtunities	Complete 06/09/2023	Dana Savoy	06/09/2023
<i>Notes:</i> Oct- Boo gram Nov- Thank you cards and Thanksgiving meal Dec- Spirit week, Secret Santa, Meal Jan- Superbowl parties Feb- Show teacher love, student appreciation comments				
3/15/23	To increase communication, administrators have provided a school-wide duty schedule, a calendar of events, and meetings, and an organizational chart of roles and responsibilities.	Complete 06/09/2023	Sarah Paslay	06/09/2023
<i>Notes:</i> Updated at needed				
3/15/23	Daily sub-coverage emails will be communicated.	Complete 06/09/2023	Sarah Paslay	06/09/2023
<i>Notes:</i> Utilize subs before teacher coverage. Will monitor teacher attendance.				
3/15/23	Beginning and Lateral Entry teachers are provided with mentors to help support their first years.	Complete 09/01/2022	Sarah Paslay	09/01/2023

Notes: Every BT has been assigned a mentor.

3/15/23 Teachers will take the district climate survey.

Kristina Battle

12/15/2023

Notes:

3/15/23 School-wide morale boosting events.

Dana Savoy

12/22/2023

Notes: Black history program
Staff/Student Basketball game
Black History bulletin board competition
March Madness competition

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 2024

Progress Monitoring Data:

Teacher Attendance

Stakeholder Attendance at Family Engagement Nights

Parent Conference Log

Remind 101 Communication Reports

Limited Development
10/25/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Two-way communication between home and school will increase by holding quarterly conferences for any student at risk of failing their course and creating bi-weekly communications (texts calls, newsletters, etc) or posts about events happening in their classroom by May 2024.			Mark Shinkaruk	12/15/2023
Actions			2 of 5 (40%)		
	3/15/23	Increase Communication	Complete 06/09/2023	Mark Shinkaruk	06/09/2023
		<i>Notes:</i> Connect Ed Monthly Communication email Parent Contact Logs			
	3/15/23	MTSS communication	Complete 06/09/2023	Mark Shinkaruk	06/09/2023
		<i>Notes:</i> Progress Reports Attendance Letters Discipline Contacts			
	3/15/23	Web Page and Social Media		Sarah Paslay	12/15/2023
		<i>Notes:</i> regularly update and posts			
	3/15/23	The school will hold a family night event, twice a year		Dana Savoy	12/15/2023
		<i>Notes:</i> Hispanic family night Quarter 1 family night Athletic parent information Athletic Sports banquets "The Arts" family night.			
	9/21/23	Teachers will update parent contact log when communicating with parents		Dana Savoy	12/20/2023
		<i>Notes:</i>			
Implementation:			09/21/2023		
Evidence	9/21/2023	not met yet			
Experience	9/21/2023	We are still increasing parent contact and involvement.			

Sustainability

9/21/2023

We are working to increase social media posts to get information to parents.

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