

## Comprehensive Progress Report

**Mission:** Together, Third Creek Middle will grow by preparing, engaging and empowering students through a culture of learning to be productive citizens.

Trust, Committ, Motivate, Succeed!

**Vision:**

**Goals:**

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 2025. (A.1.07, A.4.06, C.3.04) By May 2027 overall ODR would decrease by 50%.

Increase overall academic proficiency by 10% by May 2025 in Reading, Math, and 8th grade Science. (A.2.04, A.4.01) By May 2027 overall academic proficiency would increase by 40% in reading, math and 8th grade science

Teachers will increase two-way communication between home and school by 25% in the 2024-2025 school year, as measured by increasing family nights to one per quarter and increasing communications home. (E.1.06) By 2027, two way communication would increase by 60%.

Increase the staff participation of Teacher Working Conditions survey at Third Creek Middle School by 10% in the 2024-2025 school year. (C. 3. 04 ) BY 2027, 100% of staff would participate in the TWCS, sharing relevant feedback



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>				
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>				
	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.

Limited Development  
11/01/2016

<b>How it will look when fully met:</b>	Teacher Working Conditions overall satisfaction for working at TCMS will increase from a C to a B by May 2025.		Sarah Paslay	05/23/2025
<b>Actions</b>		<b>6 of 18 (33%)</b>		
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"			
8/3/24	Stakeholders create a new mission of the school that aligns with vision and goals	Complete 08/05/2024	Vanessa Hannah	08/05/2024
	<i>Notes:</i>			
3/15/23	New Hires will attend district new hire training.	Complete 09/10/2024	Sarah Paslay	08/20/2024
	<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.			
8/3/24	All staff will have a PDP goal to support lesson planning	Complete 09/09/2024	Sarah Paslay	08/30/2024
	<i>Notes:</i> Will monitor at MOY and EOY			
8/3/24	Used employment requirement flexibility to hire non licensed teachers as well reallocate positions outside of certification.	Complete 09/10/2024	Sarah Paslay	08/30/2024
	<i>Notes:</i> Used flexibility in 2023-2024 School year. Used flexibility in 2024-2025 school year.			
3/15/23	Beginning and Lateral Entry teachers are provided with mentors to help support their first years.	Complete 09/10/2024	Kristina Battle	09/01/2024
	<i>Notes:</i> Every BT has been assigned a mentor.			
8/3/24	All staff will receive a super observation as their first observation cycle		Sarah Paslay	10/30/2024
	<i>Notes:</i> Super observation will be stored in teacher file as paper copy.			
3/15/23	Teachers will take the district climate survey.		Vanessa Hannah	02/01/2025
	<i>Notes:</i>			
8/3/24	All beginning teachers will participate in district beginning teacher PD		Kristina Battle	04/15/2025

	<i>Notes:</i> Held during early release day trainings			
3/15/23	Daily sub-coverage emails will be communicated.		Sarah Paslay	05/23/2025
	<i>Notes:</i> Utilize subs before teacher coverage. Will monitor teacher attendance.			
3/19/24	Used Restart Budget flexibility to offer a \$250 retention bonus in order to recruit, hire, and retain staff.		Sarah Paslay	05/23/2025
	<i>Notes:</i> Flexibility used in the 2023-2024 School year Flexibility used in the 2024-2025 school year			
3/15/23	School-wide morale boosting events.		Dana Savoy	05/23/2025
	<i>Notes:</i> Black history program Staff/Student Basketball game Black History bulletin board competition March Madness competition			
8/3/24	Teachers will receive ongoing instructional strategy PD during staff meetings and PLC by sharing best practices		Vanessa Hannah	05/23/2025
	<i>Notes:</i> AVID trained teachers will intentionally share pedagogy during staff meetings and PLC meetings			
8/3/24	Content coach will meet with teachers weekly to provide lesson planning support		Erin Trawinski	05/23/2025
	<i>Notes:</i>			
8/3/24	Monthly BT meetings will occur with media specialist/instructional coach to provide assistance in daily processes and classroom management		Kristina Battle	05/23/2025
	<i>Notes:</i>			
8/3/24	Teachers will be trained and evaluated in NCEES		Sarah Paslay	05/23/2025
	<i>Notes:</i> Recur as appropriate based on teacher plan			
8/3/24	Quarterly grade level discussions on using office vs classroom managed behavior chart		Amanda Moore	05/23/2025
	<i>Notes:</i>			
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.		Beth Zimmerman	05/24/2025
	<i>Notes:</i> Updated as needed and communicated during leadership meeting			

Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>School-level: Core classes take place for all students (tier 1). Math remediation takes place during science small groups to address tier 2 and tier 3 needs. This includes delta math intervention for both, increasing the frequency/intensity between tiers 2 and 3. Reading remediation occurs through small group instruction in the ELA classroom using Lexia. Students will use online lexia during social studies class. 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		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Tiered Instructional System description:</p> <p>Tier 1: Instruction: *proactive, preventative, and data-driven *differentiated *progress monitored via universal assessments *is delivered through blended learning with teacher differentiating by process, product, content and/or environment based on needs *is implemented school-wide via whole classroom and small group</p> <p>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</p> <p>Tier 3: Intensive Academic Intervention *MTSS teams *long-term comprehensive support *small group instruction *progress monitoring weekly</p> <p>Evidences: Tier 1 includes: *Data points will include baselines;</p>		Sarah Paslay	05/23/2025

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. 23-24 School year data dropped to -7.57.**

Target Goal: Increase overall academic grade level proficiency (GLP) by 10% by May 2025 in Reading, Math, and 8th grade Science.

Actions		0 of 23 (0%)		
2/8/17	Teachers will create Tier 1 instruction plans as a PLC that include data-driven differentiation in all core classrooms.		Kristina Battle	09/30/2024
<p><i>Notes:</i> PLCs will focus on using data to develop activities based on students' needs.</p> <p>PD needs to be determined to assist teachers in effectively using differentiation.</p> <p>Data source: Lesson plans, CWTs, teacher evaluations</p>				

8/16/24	All Core teachers will administer NC checkins and analyze data to guide instruction.		Daniel Camp	04/30/2025
<i>Notes:</i>				
8/23/24	Teachers will participate in data days after iready diagnostic and NC Check ins to assess student levels and make team decisions for remediation, lesson planning and intervention		Vanessa Hannah	05/23/2025
<i>Notes:</i>				
8/23/24	Leadership will utilize classroom walkthrough tool aligned to see teacher progress and discuss weekly at leadership meeting		Sarah Paslay	05/23/2025
<i>Notes:</i>				
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.		Josie Myers	05/23/2025
<i>Notes:</i> Teachers will participate in monthly MTSS meeting as a grade level				
9/22/22	Administer the iReady ELA and Math diagnostic test and analyze data.		Daniel Camp	05/23/2025
<i>Notes:</i>				
9/22/22	All core teachers will administer Check-in Assessment and analyze the data to guide instruction.		Kristina Battle	05/23/2025
<i>Notes:</i>				
9/21/23	ELA, SS and EC teachers use lexia weekly in small group instructional groups to provide students with individual path and small group instruction to close skill gaps. This action step is particularly implemented to address the sub groups of African American, EC, Low Socio-economic and ESL students.		Emily Robinson	05/23/2025
<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	Math tutors will be hired and trained to implement interventions.  This action step is particularly implemented to address the sub groups of African American, EC, Low Socio-economic and ESL students.		Sarah Paslay	05/23/2025
<i>Notes:</i> Calendar and PD provided offer tier 1 support for students on grade level, tier 2/3 - delta math intervention and how to increase frequency/intensity				

8/4/24	Teachers create lesson plans daily that include: a. specific outcomes and objectives that relate to the curriculum b. planned activities, instructional strategies and special materials c. effective use of technological resources		Kristina Battle	05/23/2025
	<i>Notes:</i> Teachers will plan lessons during PLC and share best practices including AVID strategies			
8/4/24	PLCs will meet with administrator and content coach weekly to monitor data and create lesson plans, including remediation		TJ Brinkman	05/23/2025
	<i>Notes:</i>			
8/4/24	SS/ELA teachers will complete ASPIRE training to increase understanding of science of reading		Erin Trawinski	05/23/2025
	<i>Notes:</i> Teachers will be provided a link prior to school starting and have time during ERPD.			
8/4/24	Tier 2 and 3 behavior interventions will be used to address student's behavioral needs in order for them to be successful. Including, but not limited to: mediation, BIP, FBAs, CICO, Groups		Beth Zimmerman	05/23/2025
	<i>Notes:</i> SS PLC meetings weekly			
8/4/24	MTSS PLCs will meet frequently to discuss student data and discuss needs and next steps.		Beth Zimmerman	05/23/2025
	<i>Notes:</i> Student services PLC meetings weekly, Grade level MTSS meets monthly and district monthly meeting as well			
8/4/24	Social studies teachers will monitor and assign students to work on lexia online for at least 20 minutes per day		Emily Robinson	05/23/2025
	<i>Notes:</i> Teachers will reflect in their lesson plans			
8/4/24	ELA and EC teachers will use lexia data to pull small groups and provide individual instruction using lexia lessons and skill builders		Emily Robinson	05/23/2025
	<i>Notes:</i> Reflection in lesson plans			
8/4/24	Teachers will set goals in class to motivate students to achieve high expectations.		TJ Brinkman	05/23/2025
	<i>Notes:</i> Data should be charted by standards covered			
8/4/24	Teachers will be trained in RtI stored and able to fluidly move students monthly in their MTSS meeting to meet the needs for reading and math		Krista Perrine	05/23/2025
	<i>Notes:</i>			
8/4/24	Teachers will have a PDP goal that supports lesson planning that is focused on improving math and reading goals.		Sarah Paslay	05/30/2025
	<i>Notes:</i>			



8/16/24	Students will be in groups in their science class for math tutors to provide intervention with progress monitoring		TJ Brinkman	05/30/2025
<i>Notes:</i>				
8/4/24	Identify 6th and 7th grade students to be placed in discovery math to provide daily math intervention and science vocabulary.		Amanda Moore	05/30/2025
<i>Notes:</i> Math teachers will use trend data including iready and EOG				
8/16/24	Use budget flexibility to provide Avid training for 4 staff members.		Sarah Paslay	06/30/2025
<i>Notes:</i> This flexibility was used int 2024-2025 school year				
8/23/24	Lexia is purchased to use schoolwide as Tier 1 to close TSI population gaps		Sarah Paslay	08/25/2025
<i>Notes:</i>				
<b>Implementation:</b>		10/01/2021		
<i>Evidence</i>	10/1/2021			
<i>Experience</i>	10/1/2021			
<i>Sustainability</i>	10/1/2021			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**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. The rewards system will be set up to celebrate students monthly.

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><b>How it will look when fully met:</b></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>05/23/2025</p>
<p><b>Actions</b></p>		<p><b>3 of 20 (15%)</b></p>		
<p>3/19/24</p>	<p>Use budget flexibility to implement the use of "Capturing Kids Hearts".</p>		<p>TJ Brinkman</p>	<p>10/31/2024</p>
<p><i>Notes:</i></p>	<p>Flexibility used in 2023-2024 school year. Flexibility used in 2024-2025 school year.</p>			
<p>8/4/24</p>	<p>Use budget flexibility to hire an additional Assistant Principal.</p>		<p>Sarah Paslay</p>	<p>12/31/2024</p>
<p><i>Notes:</i></p>	<p>Flexibility used 2023-2024 school year. Flexibility used 2024-2025 school year.</p>			
<p>4/21/21</p>	<p>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.</p>		<p>Beth Zimmerman</p>	<p>05/23/2025</p>
<p><i>Notes:</i></p>				

4/21/21	Grade Level MTSS teams will meet once per month to discuss students with social/emotional needs, determine interventions needed and monitor data		Josie Myers	05/23/2025
<i>Notes:</i>				
8/4/24	All students will receive instruction on PBIS expectations through the year including the BARK matrix		TJ Brinkman	05/23/2025
<i>Notes:</i> Teachers will review at the start of each quarter				
8/4/24	Administration will continue using restorative practices to resolve behavior problems and restore positive relationships.		Beth Zimmerman	05/23/2025
<i>Notes:</i>				
8/4/24	Student services PLC will meet weekly to discuss students with social/emotional needs, determine interventions needed and monitor data		Beth Zimmerman	05/23/2025
<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.		Vanvleet	05/23/2025
<i>Notes:</i> Wheel teachers will complete lessons on Mondays.  This is will be monitored by CWL by Student Support and Administration. Morning Meeting Calendar Link : <a href="https://docs.google.com/spreadsheets/d/1FkqMsOVTcIl-Kt6Tc5rJJ7Q3Yk76DWUHF_F9Ovndys/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1FkqMsOVTcIl-Kt6Tc5rJJ7Q3Yk76DWUHF_F9Ovndys/edit?usp=sharing</a>				
8/4/24	All staff will be trained in executive functioning skills to implement appropriate learning strategies to support students needs.		Kristina Battle	05/23/2025
<i>Notes:</i>				
8/23/24	Leadership will utilize classroom walkthrough tool aligned to see teacher progress and discuss weekly at leadership meeting		Sarah Paslay	05/23/2025
<i>Notes:</i>				
8/4/24	All classrooms will have a consequence continuum that is consistent on the grade level		Krista Perrine	05/30/2025
<i>Notes:</i>				
4/21/21	All staff will receive PBIS training to review school-wide expectations, procedures, etc.	Complete 08/25/2022	Vanessa Hannah	05/30/2025
<i>Notes:</i>				

4/21/21	All students will receive instruction on PBIS expectations at the beginning of the year, including the BARK matrix.	Complete 09/02/2022	Vanessa Hannah	05/30/2025
	<i>Notes:</i>			
8/4/24	Use budget flexibility to purchase PBIS incentives.		Beth Zimmerman	05/30/2025
	<i>Notes:</i> Used flexibility in 2023-2024 school year. Flexibility used in 2024-2025 school year.			
4/21/21	Administration will continue using Restorative Justice to resolve behavior problems and restore positive relationships.		Beth Zimmerman	05/30/2025
	<i>Notes:</i> Restorative Justice practices are used as needed and are not on defined dates.			
9/22/22	All staff will receive Safe School Training with continued focus training for updates and for new employees.	Complete 08/22/2022	Kohnstamm	08/30/2025
	<i>Notes:</i>			
8/16/24	Use budget flexibility to staff a behavior assistant		Sarah Paslay	08/30/2025
	<i>Notes:</i> This flexibility was used in 2024-2025 school year			
8/4/24	All classrooms will use GROW (get ready to learn, review what you know, open your mind, wonder and ask) classroom norms		Krista Perrine	08/30/2025
	<i>Notes:</i>			
8/4/24	All staff will receive training on Check in/Check out intervention during grade level meetings		Beth Zimmerman	08/30/2025
	<i>Notes:</i>			
8/4/24	All classrooms will create and post a social contract		TJ Brinkman	12/31/2025
	<i>Notes:</i>			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<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		
<b>How it will look when fully met:</b>			<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>		Vanessa Hannah	05/23/2025
<b>Actions</b>				<b>1 of 15 (7%)</b>		
	8/4/24	Teachers will have a PDP goal that supports lesson planning	Complete 09/10/2024	Sarah Paslay	08/30/2024	
<i>Notes:</i>						
	8/4/24	All core teachers will administer NC Check in assessments and district benchmarks and analyze the data to guide instruction		Daniel Camp	04/23/2025	
<i>Notes:</i>						
	4/21/21	<p>Teachers will create lesson plans that include:</p> <ul style="list-style-type: none"> <li>a. Specific outcomes and objectives that relate to the curriculum</li> <li>b. planned activities, instructional strategies and special materials</li> <li>c. effective technological resources</li> </ul>		Kristina Battle	05/23/2025	
<i>Notes:</i> Content coaches will assist in driving lesson planning. Admin will monitor completion of lesson plans.						

4/21/21	PLCs will meet with the content assigned administrator and their content coach weekly to monitor data, and create lesson plans.		TJ Brinkman	05/23/2025
	<i>Notes:</i> PLC's will meet with content assigned administrators and their content coach weekly			
8/4/24	Teachers will share best practices/pedagogy (AVID Strategies) during PLC		Jake Saiz	05/23/2025
	<i>Notes:</i> Evidence in PLC agenda, Lesson plans and staff meeting agendas			
8/4/24	SS/ELA teachers will complete ASPIRE training to increase understanding of science of reading		Erin Trawinski	05/23/2025
	<i>Notes:</i>			
8/4/24	Teachers will use small group instruction during math and reading classes to meet needs of students.		Amanda Moore	05/23/2025
	<i>Notes:</i>			
8/4/24	SS/ELA teachers will use CommonLit for their grade level instruction to access reading curriculum		Erin Trawinski	05/23/2025
	<i>Notes:</i>			
8/4/24	8th grade math will use Open Up Math Curriculum		Sarah Paslay	05/23/2025
	<i>Notes:</i>			
8/4/24	Teachers will use digital resources such as iXL and edpuzzle to enrich learning opportunities for students building content knowledge and comprehension		Kristina Battle	05/23/2025
	<i>Notes:</i> Evidence in lesson plan			
8/23/24	Teachers will participate in data days after iready diagnostic and NC Check ins to assess student levels and make team decisions for remediation, lesson planning and intervention		Vanessa Hannah	05/23/2025
	<i>Notes:</i>			
8/23/24	Leadership will utilize classroom walkthrough tool aligned to see teacher progress and discuss weekly at leadership meeting		Sarah Paslay	05/23/2025
	<i>Notes:</i>			
8/16/24	Teachers will have a PDP Goal that supports lesson planning that will focus on strategies to improve math and reading proficieincies.		Sarah Paslay	05/30/2025
	<i>Notes:</i>			
8/4/24	Classrooms will establish consistent learning norms (GROW - get ready to learn, review what you know, open your mind, wonder and ask)		Madison Lester	05/30/2025
	<i>Notes:</i>			
8/16/24	Use budget flexibility to provide AVID training for staff members		Sarah Paslay	06/20/2025

Notes: This flexibility was used in the 2024-2025 school year

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>	Limited Development 10/25/2016		



	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<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>			<b>Kristina Battle</b>	<b>05/23/2025</b>
<b>Actions</b>			<b>5 of 21 (24%)</b>		
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	08/30/2023
	<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>				
8/6/24	All classrooms will have a consequence continuum that is consistent on the grade level		Complete 09/10/2024	Krista Perrine	08/30/2024
	<i>Notes:</i> Teachers will refer to this weekly				
8/4/24	All staff will review all PBIS expectations.		Complete 09/10/2024	Marlys Kisser	08/30/2024

	<i>Notes:</i>			
8/6/24	Bullying training for students using the Say Something App	Complete 09/10/2024	Krista Perrine	09/15/2024
	<i>Notes:</i>			
8/6/24	All classrooms will use GROW (get ready to learn, review what you know, open your mind, wonder and ask) classroom norms		Krista Perrine	09/30/2024
	<i>Notes:</i> Teachers will refer to this to create a learning a environment			
8/6/24	All staff will receive training on Check In/Check Out intervention during grade level meeting		Beth Zimmerman	10/15/2024
	<i>Notes:</i>			
8/6/24	Tler 2 and 3 behavior interventions will be used to address a student's behavioral needs in order for them to be successful. Including but not limited to: mediation, BIP, FBAs, CICO, Groups		Beth Zimmerman	05/23/2025
	<i>Notes:</i>			
8/6/24	Grade level MTSS teams will meet once per month to discuss student's social/emotional needs, determine interventions needed, monitor data		Josie Myers	05/23/2025
	<i>Notes:</i>			
8/6/24	Use budget flexibility to purchase PBIS incentives		Beth Zimmerman	05/23/2025
	<i>Notes:</i> Flexibility used 2023-2024 school year Flexibility used 2024-2025 school year			
9/14/17	Revisit BARKS matrix with students following long breaks from school after holidays and extended snow days.		Beth Zimmerman	05/23/2025
	<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.  Bark Matrix Link: <a href="https://drive.google.com/file/d/1V-2DIhqmWGOM9hqvoj52BwQESCwBri2z/view?usp=sharing">https://drive.google.com/file/d/1V-2DIhqmWGOM9hqvoj52BwQESCwBri2z/view?usp=sharing</a>			
8/6/24	All staff will be trained in executive funcitoning skills to implement appropriate learning strategies to support student needs		Kristina Battle	05/23/2025
	<i>Notes:</i>			

8/23/24	Leadership will utilize classroom walkthrough tool aligned to see teacher progress and discuss weekly at leadership meeting		Sarah Paslay	05/23/2025
<i>Notes:</i>				
9/15/17	Review classroom managed behavior vs. office referral matrix.		Daniel Camp	05/23/2025
<i>Notes:</i> Data source: Grade level agendas (Aug 2022 & March 2023) Additional training provided as needed.				
5/3/18	PBIS will hold monthly school-wide events to recognize students' positive behaviors.		Helen Fowler	05/23/2025
<i>Notes:</i> Behavior goal team will plan events for PBIS schoolwide				
9/10/18	Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.		Daniel Camp	05/23/2025
<i>Notes:</i> 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.)				
9/10/18	Admin, SAP, and guidance will implement Restorative Justice.		Beth Zimmerman	05/23/2025
<i>Notes:</i> Mediation students and assign restorative consequences. Hold Mediation between staff.				
1/24/19	Guidance and SAP support groups will be established and meet weekly to support students' social, emotional, and behavioral needs.		Beth Zimmerman	05/23/2025
<i>Notes:</i> One on One Counseling Small groups Check in Check out Check & Connect (Shanika Turner with Aftershock)				
3/15/23	Using Budget Flexibility, all teachers will be trained in CKH. Teachers will use Capturing Kid's Hearts strategies will greet students at the door and have social contracts.		TJ Brinkman	05/23/2025
<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  This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year.				

9/21/23	PE/Health Teachers will use Second Step SEL lessons weekly during class		Elizabeth VanVleet	05/23/2025
<i>Notes:</i>				
8/6/24	All classrooms will create a post a social contract		Tj Brinkman	08/30/2025
<i>Notes:</i> Teachers will refer to social contract throughout year				
<b>Implementation:</b>		09/12/2022		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	10/1/2021 CWT of implementation in classrooms and across grade levels. RReview monthly of ODR data and monthly biweekly of MTSS BEH data.			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**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		
<b>How it will look when fully met:</b>	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 2025.			<b>Sarah Paslay</b>	<b>05/23/2025</b>
<b>Actions</b>			<b>3 of 11 (27%)</b>		
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				
8/4/24	Open house in August to provide families opportunities to meet teachers, pay technology fees, physical and other resources.		Complete 09/10/2024	Emily Robinson	08/12/2024
	<i>Notes:</i> Have parents update communication log				
8/17/24	Enhancement teachers will offer concerts, dances, galleries for families to attend twice a year			Kory Strother	04/30/2025
	<i>Notes:</i>				
8/4/24	Title 1 and MTSS communication letters will be mailed home			Beth Zimmerman	05/23/2025
	<i>Notes:</i>				
8/4/24	Attendance letters will be mailed home			Patricia Gaither	05/23/2025
	<i>Notes:</i>				
8/4/24	Teachers will send home "bulldog shout outs" to celebrate student success			TJ Brinkman	05/23/2025
	<i>Notes:</i>				
9/21/23	Teachers will update parent contact log when communicating with parents			Madison Lester	05/23/2025
	<i>Notes:</i>				

8/4/24	Weekly communication will be sent home via email/text to all families and staff		Sarah Paslay	05/23/2025
<i>Notes:</i>				
3/15/23	Web Page and Social Media accounts will remain updated with communication		Kristina Battle	05/23/2025
<i>Notes:</i> regularly update and posts				
3/15/23	The school will hold a family night event, twice a year		Dana Savoy	05/23/2025
<i>Notes:</i> Hispanic family night Quarter 1 family night Athletic parent information Athletic Sports banquets "The Arts" family night. Diversity Night WHEEL gala STEM nights				
<b>Implementation:</b>		09/21/2023		
<b>Evidence</b>	9/21/2023 not met yet			
<b>Experience</b>	9/21/2023 We are still increasing parent contact and involvement.			
<b>Sustainability</b>	9/21/2023 We are working to increase social media posts to get information to parents.			