

Comprehensive Progress Report

Mission: Allen Middle School aspires to produce life-long learners through rigorous academics, positive socialization and nurturing hearts.

Vision: To promote excellence in character development, academics and global citizenship through the collaboration of all stakeholders.

Goals:

Achievement Gap Goal: By June 2023 Allen Middle School will increase the ELA performance of students with disabilities from 5.6% proficiency to 10.6%.

Building Capacity: By June 2023, we will build staff capacity with professional development on data driven decision making through PLCs and Utilizing Effective Practices for EL students through core instruction and supplemental instruction to increase ELA proficiency for EL students from 8.1% to 13.1%.

Reduce Loss of Instructional Days for suspensions: By June 2023 Allen Middle School will reduce suspension instructional days lost by 10%.

Composite Goal: By June 2023 Allen Middle school will increase its composite goal from 30.5 to 35.5. We will aim to provide strategies to recover learning loss gap to strive for 40.5 as an informal target.

Attendance Goal: By June 2023, We will reduce the number of students that are chronically absent by 10%.

8th grade Math Target: By June 2023, Allen Middle School will increase our 8th grade math proficiency scores on EOG/EOCs to 19.6%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Allen Middle school is in the process of implementation of a high quality instructional program using various models of high yield practices. Currently teachers have an awareness of the instructional program practices, templates, and feedback structures. Teachers submit their lesson plans via Canvas for review from the administrative team as needed. Feedback on lesson plans are provided based on walkthroughs and observations to provide teacher growth and development. Targeted support in lesson planning is implemented in weekly content meetings. We currently have supports being provided to classrooms to help facilitate small groups every day for our students. This includes, but is not limited to, EC, LEP, and AIG scholars.</p>	Limited Development 10/01/2019			
<i>How it will look when fully met:</i>	<p>Allen Middle School teachers develop and execute lesson plans that contain the elements of explicit teaching. Teachers submit their lesson plans via Canvas for review from the administrative team as needed. Feedback on lesson plans are provided based on walkthroughs and observations to provide teacher growth and development. Targeted professional development and faculty meetings are dedicated to supporting teachers in areas of need based on observation and walk-through data.</p> <p>Formative tests are analyzed during PLC meetings. Teachers utilize Performance Matters to monitor student progress and reinforcement and corrective instruction strategies are discussed and then employed during small group instruction within the classroom.</p>		Sashoi Hinds-Thomas	06/15/2023	
Actions		8 of 15 (53%)			
10/30/21	(Leadership Team) We will have a leadership retreat PD specific to gradual release, differentiation, intervention, remediation, enrichment, and unfinished learning to empower our leadership team to provide professional development to the staff during the first week of school and throughout the year.	Complete 09/06/2022	Iris Miller	09/06/2022	

<i>Notes:</i>				
10/30/21	(Leadership Team) A Professional Development Schedule will be developed to provide training, data analysis/progress monitoring, and curriculum/instruction/assessment design through weekly content planning sessions on Thursdays, bi weekly grade level meetings on Mondays, and bi-weekly grade level PLCs	Complete 09/07/2022	Cari Reeves	09/07/2022
<i>Notes:</i>				
10/30/21	(Leadership Team) Beginning of the year professional development will be given to the whole staff around gradual release, intervention, differentiation, enrichment, and unfinished learning	Complete 09/07/2022	Dwayne Jordan	09/07/2022
<i>Notes:</i>				
10/30/21	(Leadership Team) An observation schedule will be used that includes residential administrator alignment based on grade levels to provide consistent feedback, coaching, support, and accountability to teachers through the cycles of comprehensive, standard, and abbreviated evaluations.	Complete 09/07/2022	Dwayne Jordan	09/07/2022
<i>Notes:</i>				
9/27/21	(Leadership Team) Weekly content planning template will align with the gradual release model, pacing guides, NCSCOS, and differentiation, intervention, and remediation to support the growth of all students towards proficiency.	Complete 09/07/2022	Sashoi Hinds-Thomas	09/07/2022
<i>Notes:</i>				
10/1/19	A2.17 -(PBIS Committee) All teachers will establish classroom norms for personal responsibility, cooperation, and concern for others.		Debra Hufschmitt	10/31/2022
<i>Notes:</i> Teacher have posted school-wide expectations and responses in their classrooms. Professional development on creating a positive learning environment was conducted at the beginning of the school and is revisited during faculty and grade level meetings. Allen is participating in Social Emotion Learning (SEL) as a school. All teachers have added an action in their PDP promoting the 3 tenets of SEL (Welcoming Inclusion Activity, Routine or Ritual --Engaging Strategies -- Optimistic Closure. Additionally, the school continues to use practices of Restorative practice as a tool for problem-solving, building unity and instruction.				
10/1/19	(Leadership Team) Allen Middle school teachers will develop and execute lesson plans that contain the elements of explicit teaching. Teachers will submit their lesson plans via Canvas for review from the administrative team as needed. Feedback on lesson plans will be provided based on walkthroughs and observations to provide teacher growth and development.		Jenifer Vega	10/31/2022

<i>Notes:</i>				
10/30/21	(Leadership Team) EL Professional Development will be scheduled to provide a BOY and MOY PD for the staff along with a follow up differentiated session for grade levels during PLCs at the BOY and MOY.	Complete 06/07/2022	Biljana Dalcheska	10/31/2022
<i>Notes:</i>				
10/30/21	(Leadership Team) Leadership Walks and monthly PLC Collegial Walks will be implemented to calibrate teaching and learning, provide feedback from the administrative team to support teaching and learning improvements, and grade level reflections to improve individual teacher classroom practices.	Complete 06/07/2022	Debra Hufschmitt	10/31/2022
<i>Notes:</i>				
10/30/21	(Leadership Team) A mid year Professional Development will be scheduled to continue with the next phase needed for gradual release, intervention, enrichment, differentiation, and unfinished learning.	Complete 02/08/2022	Stephanie Preston	12/15/2022
<i>Notes:</i>				
10/30/21	(Leadership Team) Bi-Weekly PLCs will be scheduled around unpacking standards, collegial leadership walks, data analysis, and MTSS/IST Progress monitoring to ensure gradual release implementation, one to two years growth for all students, and progress towards proficiency goals.		Kimberly McZeek	06/07/2023
<i>Notes:</i>				
10/30/21	(Leadership Team) Bi-Weekly Grade Level meetings will be scheduled around grade level operations, behavior interventions, parent communication, and IEP scheduling and support.		Danva Duncan	06/07/2023
<i>Notes:</i>				
10/30/21	(Leadership Team) Weekly Content Planning meetings will be held by each content weekly to ensure collaboration and alignment with the NCSCOS, district pacing guide, and common weekly assessments to ensure individual lesson plans provide the teaching and learning practices to support the maximum growth of all students.		Kiera Fleming	06/07/2023
<i>Notes:</i>				
10/30/21	(Leadership Team) ARC and Open Up Coaching will be provided at least once a month to support professional development around unpacking standards, walkthrough and feedback analysis, and data analysis will provide teacher support.		Sashoi Hinds-Thomas	06/07/2023
<i>Notes:</i> Title I funds for professional development support EEA will be used here.				

10/1/19	(Leadership Team) Common/Interim assessments will be analyzed during PLC meetings. Teachers will utilize Performance Matters to monitor student progress and reinforcement and corrective instruction strategies will be discussed and then employed during small group instruction within the classroom.		Iris Miller	06/15/2023	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>	Currently, grade level teams have aligned classroom expectations and responses. The current practices are intended to create a positive classroom and school culture; we emphasize building relationships with our students and have designated homeroom as "Viking Connect Time." School-wide consequences are aligned to allow students multiple opportunities to rectify their behavior prior to intensifying the consequence: every child gets a warning as their first response and, at some point in the hierarchy of responses we conduct a restorative practice circle with the child and their stakeholders. Some staff members attended Restorative Practices Training workshop. The school is in the process of implementing these techniques into our response system. The entire staff is due to be trained in restorative practice training prior to the end of the year.	Limited Development 08/22/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	Students have a sense of belonging in every classroom, evidenced by pre and post survey results. Every child is able to identify an adult in the building who they believe is their advocate. Students believe that consequences are not punitive in nature, but restorative.		Debra Hufschmitt-6th grade	06/15/2023	
Actions			3 of 12 (25%)		
10/28/19	Allen will conduct opportunities for students to engage in daily mediation practices through its ritualistic practice of daily school-wide mediation over the intercom.	Complete 05/04/2021	Sharla Martin	06/02/2021	
	<i>Notes:</i> pictures of student engaged in mediation, feedback from students and teachers				
8/29/17	Professional development will emphasize classroom management and will be led by AMS teachers.	Complete 06/08/2021	Kendrick Alston	06/20/2021	
	<i>Notes:</i> December 11th- Grade Level Meeting will cover classroom management topics.				

10/30/21	New teacher orientation around classroom management and our discipline handbook will be provided to support the implementation of classroom rules, consequences, procedures, and individual and classroom rewards aligned with our PBIS structure.	Complete 08/25/2022	Sashoi Hinds-Thomas	08/25/2022
<i>Notes:</i> Title I funds for new teacher orientation and support are necessary here.				
9/12/18	(Leadership Team) Classroom rules, procedures, and consequences are clearly visible and clearly understood by the students.		Biljana Dalcheska	10/31/2022
<i>Notes:</i> It should be evident throughout walk-throughs that classroom management is clearly a focal point.				
**See checklist				
9/3/19	(Leadership Team) Teachers at Allen will conduct peer observations annually (either announced or unannounced). Teachers will utilize a standardized form for the observations. The professional objectives and the observation form will be communicated to teachers. Some observers will focus on and will provide constructive feedback and suggestions to improve classroom management and building positive relationships with students. The School Improvement Team will examine the data for trends and commonalities to determine the need for providing targeted and/or global professional development.		Kimberly McZeek	05/20/2023
<i>Notes:</i> Allen Teacher Leaders, mentor teachers, and teacher volunteers will complete observations based on Targeted Look-Fors throughout the 2022-2023 school year.				
9/12/18	(PBIS Committee) Restorative and Equity practices will be used in classrooms to establish positive relationships, increase students' problem solving skills, and amplify their voice, which will result in students' sense of belonging and comfort as expressed in survey results.		Danva Duncan	05/31/2023
<i>Notes:</i> Teachers should keep a log of the restorative practices opportunities inside the classroom.				
**See document upload on Moral Monday restorative practices and teacher logs				
10/28/19	(Leadership Team) Students who have been suspended or absent for extended periods will participate in a re-entry process to help them re-frame their thinking and goals to get back on track.		Jenifer Vega	06/02/2023
<i>Notes:</i> evidence --- copies of draft of re-entry plans and feedback from students				

10/30/21	(Leadership Team) Bi Weekly Grade Level meetings will provide opportunities for professional development and reflection around classroom management practices and individual student support needs.		Cathy Matthews	06/07/2023
<i>Notes:</i>				
10/30/21	(MTSS Committee) Monthly IST/MTSS meetings will be scheduled based on student referrals for behavior, academics, and socio-emotional needs.		Stephanie Preston	06/07/2023
<i>Notes:</i>				
10/30/21	(PBIS Committee) A system of minor referral and major referral process will ensure parent communication through a tiered system of parent call, parent conference, and counseling supports. Administrators will provide re-entry conferences for all students suspended from school to develop a success plan and establish a weekly communication system through the exchange of parent and admin contact information.		Stephanie Preston	06/07/2023
<i>Notes:</i>				
10/30/21	(PBIS Committee) Monthly recognitions around PBIS expectations and AMS Pledge (Prepared, Respect, Integrity, Determination, and Empathy) will be used to motivate students in the classroom to receive administrative recognitions and incentives.		Dwayne Jordan	06/07/2023
<i>Notes:</i>				
9/27/21	(PBIS Committee) We will have quarterly PBIS incentives for students based on their positive behavior to support classroom management and reduce major and minor office referrals.		Iris Miller	06/15/2023
<i>Notes:</i>				
Implementation:		09/03/2019		
Evidence	5/3/2018 I have a table indicating what each room had up, such as daily schedule, etc I have copies of a some teachers peer observations. A Copy of the daily objectives for VCT, with one of the dates being Restorative circles.			
Experience	5/3/2018 I was able to see the classroom expectations for individual teachers, as well as I was able to see that each classroom has staples that were important to AMS, such as Classroom rules/guidelines and consequences, vision, mission, and motto, and daily schedule.			

Sustainability

5/3/2018

For any new teachers that come into AMS or are in need of help, we should have more intentional PD about classroom management. We must make sure our staples for our classrooms is always up. We must be on the same page with many things, but I believe this is most important.

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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Current implementation protocols have been reviewed with teachers regarding the use of data to determine student mastery and teacher areas to refocus instruction. Grade level content areas have a common PLC weekly with structures in place to review student data.	Limited Development 09/03/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Classroom teachers are expected to develop formal and informal assessments in the classroom to assess student learning. Teachers use the data to drive and enhance further instruction according to the curriculum and reteach power standards based on the assessments. This is a school wide expectation, which is communicated from administration, but it is further discussed and analyzed through grade level and content area chairs. Communication also takes place in the classroom from the teacher to students to have a clear communication of data being monitored. Teachers assess students after every unit and update data boards to ensure student progress is being monitored within the classroom and students are cognizant of development of growth in the classroom. Content instruction support is provided through mentors and administration to further enhance instruction. Weekly meetings are conducted through PLCs and Performance Matters is utilized to discuss the assessments and the progress found through the data. Content data is shared with administration to monitor progress and assess what areas of the curriculum should be further developed.		Dwayne Jordan	06/13/2023
Actions			1 of 5 (20%)		
	12/17/19	To facilitate instruction in a classroom environment that allows for experimentation and use of materials or science labs, Title I funds will be utilized to secure appropriate tables for science classrooms. Additionally, chairs will be purchase for seating for small group setting in classroom. Separate seating allows for smooth transitions and efficient use of instructional time.	Complete 02/22/2021	Sashoi Hinds	02/28/2021
<i>Notes:</i> Due to Covid 19 and remote learning. This particular action step has been put on hold.					

10/28/19	All teacher will use assessment data to differentiated instruction weekly as evident in their lesson plans section for small groups.		Cari Reeves	05/02/2023
<i>Notes:</i> Lesson plans will be the artifact to support implementation of this action.				
9/24/19	Teachers create mid-unit common assessments half way through unit. Unit common assessments given at the end of the unit.		Tonia Bruce	05/15/2023
<i>Notes:</i> Check in every quarter (Oct 25, Jan 17, Mar 26, Jun 5)				
10/17/19	(Leadership Team) Weekly meetings will be conducted through PLCs and Performance Matters will be utilized to discuss the assessments and the progress found through the data. Content data will be shared with administration to monitor progress and assess what areas of the curriculum should be further developed.		Sashoi Hinds-Thomas	05/29/2023
<i>Notes:</i> Artifacts to support this action will include calendars, agendas and minutes and sample forms used to gather that data.				
10/30/21	(Leadership Team) Weekly assessments will be given along with quarterly benchmarks to inform instructional needs of all students to maximize growth and proficiency outcomes.		Kimberly McZeek	06/14/2023
<i>Notes:</i>				
Implementation:		05/21/2021		
Evidence	5/21/2021			
Experience	5/21/2021			
Sustainability	5/21/2021			

	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	Currently, some teachers are assessing students weekly with quizzes and a common assessment every two weeks. Data is evaluated through Performance Matters to gear instruction towards reteaching standards. ELA implements the ARC framework using IRLA and SchoolPace to assess growth and individualize instruction. Math is using OpenUp and MVP curriculum to maintain focus on standards and ensure rigorous instruction. Science is using StemScope and LearnEd to guide the curriculum for teaching and learning. Teachers use data from IEP, LEP and 504s to individualize instruction.	Limited Development 09/24/2019		
	<i>How it will look when fully met:</i>	Teachers use a tiered system to match students' needs. Performance matters is a program that can help with data analysis to support instruction based on individual student needs. Small group instruction is our opportunity to support student individual needs in regard to grouping based on data analysis. Communication on this program is disseminated through grade level meetings and Professional Development. Teachers fully utilize Performance Matters platform and all its tools to disaggregate data to support teaching and learning. Support is provided to teachers in the form of feedback and conferences as well as grade level meetings. Administration determines if teachers understand and are utilizing Performance Matters to help support student's individual needs. This is monitored by administration as they look at teachers lesson plans to identify differentiation and by using tools such as monthly placemats to ensure students are receiving what they need. Differentiation could be as simple as a choice board for students to pick from. Methodology is reported after the week of instruction. Who was the intentional target for support and what was the intentional instruction used to improve performance is reported. This practice is sustained by ongoing Professional Development to ensure that teachers are using the program correctly and to train new teachers. The Professional Development occurs as mini refreshers during grade level or staff meetings.		Cari Reeves	06/05/2023
	Actions		2 of 4 (50%)		
	9/24/19	Teachers will utilize Performance Matters platform and all its tools to disaggregate data to support teaching and learning for all unit assessments.	Complete 05/04/2021	Angela Smith	06/05/2021
<i>Notes:</i> Check-in January					

10/1/19	<p>Allen Middle School teachers will implement highly aligned curriculum resources in Math, ELA, and Science. Math teachers will utilize Open Up and MVP with fidelity.</p> <p>ELA teachers will utilize ARC framework with fidelity.</p> <p>8th Grade Science Teachers will utilize Learn Ed and Stemscope resources with fidelity.</p>	Complete 06/01/2021	Kendrick Alston	06/30/2021
<i>Notes:</i>				
9/24/19	(Leadership Team) Small group instruction will be implemented in Core and Encore to support student individual needs in regard to grouping based on data analysis.		Tonia Bruce	06/05/2023
<i>Notes:</i> Check-In January				
9/27/21	(Leadership Team) Teachers will use backwards design of identifying standards using NCSCOS and aligning them to district pacing guide expectations to unpack standards by designing common assessments, rigorous learning tasks, and differentiated strategies to support teaching and learning.		Sashoi Hinds-Thomas	06/15/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we do not provide a RTI model. However we implement an Instructional Support Team (IST), to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of additional services. Additionally we have ESOL, AG, and EC. We are currently reviving Professional Development regarding MTSS with plans to fully implement in the 2020-2021 school year.	Limited Development 08/30/2016		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		Students receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Students that are determined to be "at-risk" through an Early Warning System, receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they receive intensive interventions as well.		Stephanie Preston	06/02/2023
<i>Actions</i>			11 of 16 (69%)		
10/1/19	MTSS: Allen Middle will develop and communicate school-wide core academic practices.		Complete 11/26/2019	Lance Stokes	11/05/2019
<i>Notes:</i> Allen has conducted PD from webinar presented on MTSS- Academic Core Part 1 and 2. Teachers discussed information and answered questions from handouts created by the school. Administration and Guidance have begun student conferences to inform and advise students who are currently failing two or more classes and require their attendance for tutoring in at least one core academic class,					
11/26/19	MTSS: Allen Middle School will develop and Communicate school-wide core behavior and emotional practices.		Complete 12/09/2019	Shelia Gorham	12/13/2019
<i>Notes:</i> Core Behavior Part 3 and 4 webinar. Webinars were viewed during grade level and encore PLC meeting. A study guide document accompanied each webinar and was collected from each teacher.					

10/1/19	MTSS: Allen Middle School will develop and Communicate school-wide core behavior and emotional practices.	Complete 11/26/2019	Angela Smith	12/02/2020
	<p><i>Notes:</i> Allen has conducted PD from webinar presented on MTSS- Behavior Part 1 and 2. Teachers discussed information and answered questions from handouts created by the school.</p> <p>Allen has conducted PD from the webinar presented on MTSS Behavior Part 3 and 4. Teachers discussed information and answered questions from handouts created by the school.</p>			
5/15/19	A heterogeneous team of Viking Leaders will be responsible for developing, monitoring and incentives to promote Social and Emotional Learning: Cultivating Emotional Resilience in Educators.	Complete 04/06/2021	Christina Hall	05/08/2021
	<i>Notes:</i>			
5/17/19	Title I funds will be utilized to support the financial cost of field trips for our students. Field trips will provide our students opportunities to broaden their experiences and background knowledge thus strengthening their overall ability to comprehend an array of text.	Complete 05/10/2021	Zaquaysha Davis	05/29/2021
	<i>Notes:</i> Title I funds \$4,500.00 approximate 1,500 per grade level Eighth grade is scheduled to go on a field trip to Washington D.C in May. Seventh grade will be going to Wilmington in May, and the sixth grade will be going to Charlotte in May as well.			
10/1/19	PLC's will meet and least twice a month to discuss data from CFA's and Interim Assessments to determine effectiveness of core instruction	Complete 05/04/2021	Dwayne Jordan	06/01/2021
	<i>Notes:</i>			
8/28/17	Review of lesson plans submitted by teachers to ensure that evidence based instructional methods are present and meets the needs of each student across all tiers.	Complete 05/04/2021	Dwayne Jordan	06/01/2021
	<i>Notes:</i>			
8/28/17	Teachers will attend professional development targeted to meet the needs of all students.	Complete 05/04/2021	Christina Hall	06/01/2021
	<i>Notes:</i>			
8/28/17	Discussions will take place within PLCs to share strategies that are effective as well as research new strategies that can enhance learning across all tiers.	Complete 05/04/2021	Angela Smith	06/01/2021

Notes: Books will be purchase to help facilitate conversation in PLC, Grade level and faculty meetings to create differentiated lessons, using tools and strategies from the books Making Thinking Visible and Get Better Fast. Monitoring the utilization of these strategies will be observable through lesson plans and walk-through. Feedback will be provided individually or collective as deemed necessary within a week of each visit.

8/29/17	Small group instruction will be implemented across all disciplines to meet the needs of diverse learners.	Complete 05/04/2021	Dwayne Jordan	06/02/2021
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Notes: Nov. 26, 2019
Small group instruction is a major pillar for Allen Middle School this year. Teachers are expected to conduct small group multiple times each week. Accountability for this practice is via teachers' lesson plans and from weekly observations.

10/30/21	Tiered system of support will be reviewed at the beginning of the year that includes tier 1 (in classroom supports), tier 2 (in classroom with supplemental and parent support), and tier 3 (IST/MTSS referral) to ensure success for all students.	Complete 09/07/2021	Stephanie Preston	09/07/2021
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Notes:

9/9/22	(MTSS Committee) Targeted in-school tutoring will be implemented in math utilizing tutors provided by the district to accelerate learning and ensure progress towards proficiency.		Kimberly McZeek	05/20/2023
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Notes:

10/30/21	(Leadership Team) Quarterly after school tutoring will be provided to address learning acceleration, the yearly achievement gap needs, and to ensure progress towards the proficiency goals.		Dwayne Jordan	06/07/2023
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Notes: Title I funds for after school tutoring are used here.

10/30/21	(Leadership Team) Bi-Weekly Support Admin Meetings will be scheduled with the counselors, mental health coordinator, social worker, media coordinator and data manager as needed to provide supplemental supports aligned with MTSS targets of behavior, academics, social emotional needs, attendance, etc.		Dwayne Jordan	06/07/2023
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Notes:

10/30/21	(Leadership Team) Monthly New teacher and other teacher professional development will be provided around classroom management needs.		Cari Reeves	06/07/2023
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Notes: Title I EEA for professional development will be used here.

9/27/21	(MTSS Committee) We will continue our professional development with MTSS to blend our tier 1, tier 2, and tier 3 supports to help all students reach their growth targets and grade level proficiency goals.		Stephanie Preston	06/15/2023
<i>Notes:</i>				
Implementation:		10/02/2018		
Evidence	5/3/2018			
Experience	5/3/2018			
Sustainability	5/3/2018			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date		
Initial Assessment:	Currently we have some teachers who are attentive and ensure that they refer students to the in-school support service personnel in an effort to meet those students' needs. We have created some practices to foster emotional support for our students via greeting students at threshold, positive presences, restorative circle practice and morning meditation. We are also incorporating SEL and MTSS professional development.	Limited Development 08/01/2016			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>The culture of the school is calm and inviting. Teachers foster a community in their classrooms that are both inviting and inclusive. Students feel valued. Conflict is resolved in an amicable manner with mutual respect among teachers, students, and parents. Adults in the building are able to discern issues that impact students' success and make appropriate referrals. There is a significant decrease in office referrals. The support staff and counselors provide follow-up to teachers and parents as needed. Students indicate that they feel connected to at least one adult in the building. All students feel as though they have a voice in the school.</p> <p>100% of our teachers are able to address students' emotional states within the classroom. Teachers utilize our SEL coach as well as strategies and resources within the classroom.</p>		Cari Reeves	06/30/2023				
Actions				6 of 10 (60%)				
10/27/16	The safe and orderly committee with develop a school-wide behavior incentive plan to support students in making better decisions regarding their behavior. The plan will include training teachers on positive behavior support.	Complete 01/15/2021	Jordan Cameron	01/19/2021	<i>Notes:</i> Students with no disciplinary actions (ISS nor OSS) attended an incentive field trip to the NCATSU basketball game against UCLA on December 20th.			
10/27/16	The safe and orderly committee with develop a school-wide behavior incentive plan to support students in making better decisions regarding their behavior. The plan will include training teachers on positive behavior support.	Complete 03/23/2021	Zaquaysha Davis	03/29/2021				

	<i>Notes:</i> School-wide incentive included an event titled "The All-White Party" that rewarded students who had no more than two tardies, present for all EOG testing days, and no ISS or OSS.			
10/28/19	All teachers will participate in district SEL training and infuse the 3 signature practices in their instruction.	Complete 04/06/2021	Edison Garcia	05/02/2021
	<i>Notes:</i>			
10/28/19	Grade levels will create incentives for students who exhibit good character, attendance and academic improvement .	Complete 04/06/2021	Christina Hall	05/02/2021
	<i>Notes:</i> Artifacts such as grade level minutes, flyers, pictures etc.			
8/1/16	All teachers will implement a holistic support system during Viking Connect Time (VCT). Each VCT class will be structured such that students will learn about character education, receive academic coaching, and learn strategies for success.	Complete 05/04/2021	Edison Garcia	06/08/2021
	<i>Notes:</i>			
8/18/16	Implement a Core Sweep Schedule during transitions to ensure that there is adequate supervision and monitoring in the hallways and restrooms	Complete 08/29/2022	Dwayne Jordan	08/29/2022
	<i>Notes:</i>			
9/24/19	Professional development on SEL practices will be provided throughout the 2019-2020 school year. SEL practices will be monitored through peer observations and feedback via NCEES and other informal observations.		Debra Hufschmitt	06/05/2023
	<i>Notes:</i> Check-In January 2023			
8/30/16	The school will create a digital reporting system that gives students the accessibility to report concerning behaviors of peers and/or themselves.		Jenifer Vega	06/08/2023
	<i>Notes:</i>			
9/27/21	(MTSS Committee) We will review MTSS Data and FAM-S to determine next steps		Iris Miller	06/15/2023
	<i>Notes:</i>			
10/27/16	(PBIS Committee) We will develop a school-wide behavior incentive plan to support students in making better decisions regarding their behavior. The plan will include training teachers on positive behavior support.		Debra Hufschmitt	06/15/2023
	<i>Notes:</i> The committee established two school wide incentives labeled Chill Out Zone, that rewarded students who had no referrals, ISS, OSS, or excessive tardies.			

Implementation:			05/03/2018		
Evidence	6/13/2017 Chill Out Zone dates: 10/28/16 and 4/28/17 All-White Party date: 6/9/17				
Experience	6/13/2017 Committees met to discuss possible school-wide incentives to promote positive behavior. Students were receptive and student participation increased from each incentive.				
Sustainability	6/13/2017 The committee will review the programs that were held and work to implement similar programs next year. Staff members will participate in a restorative justice training in order to improve school-wide behavior practices.				
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
Initial Assessment:	Allen middle has developed a mission, vision, and motto that allows for the constant reiteration of school expectations and the cultural values of our school. In terms of student support, the counselors and administration team work vigilantly to ensure that students entering from the elementary level become acclimated to the transitional process with class scheduling, student ambassadors that assist with on-boarding of new students, and social activities that foster an environment for student social development. Students are able to learn the policies and procedures of the school and are offered support from administration, faculty, and staff to ensure their success. In addition, eighth grade students tour college campuses to get a feel for their career path.		Limited Development 08/29/2017		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Allen middle supports the transition of students from grade to grade and level to level with the implementation and execution of a successful transitional team with a process that includes : fostering communication; responding to all stakeholder needs; developing a sense of community; and including an evaluation of the transition program and evolve and adapt it as needed.			Cari Reeves	06/13/2023
Actions			2 of 3 (67%)		
	10/28/19	Allen will coordinate will feeder schools to provide opportunities for students to tour Allen and for teachers and students to share "Allen experiences."	Complete 04/06/2021	Jenifer Vega	05/02/2021

<i>Notes:</i> flyers, calendar invites, etc.				
10/28/19	Students will participate in fieldtrips, career and CTE fairs to expose them to the array of opportunities for them at specialty and magnet schools.	Complete 05/04/2021	Maria Miller	06/02/2021
<i>Notes:</i> artifacts from visits will be uploaded for evidence				
8/30/17	(PBIS Committee) Allen will enhance the transition process for 6th and 8th grade students by continuing with school visits and transition meetings to get students acclimated to their new environment through school tours, middle college tours, and field trips.		Iris Miller	06/14/2023
<i>Notes:</i>				
Implementation:		07/11/2019		
Evidence	7/11/2019			
Experience	7/11/2019			
Sustainability	7/11/2019			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 10/03/2016		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Dwayne Jordan	06/15/2023
Actions			1 of 2 (50%)		
	9/16/19	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Dwayne Jordan	06/15/2023
		<i>Notes:</i>			
	5/4/18	School improvement team members will serve as representatives from their respective disciplines. They will report out and be the vehicle to share their members concerns.	Complete 08/29/2022	Dwayne Jordan	08/29/2023
		<i>Notes:</i>			
Implementation:			05/04/2018		
	Evidence	5/4/2018			
	Experience	5/4/2018 -- meetings were productive and discourse meaningful			
	Sustainability	5/4/2018 -- develop consistency of members commitment to the work			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The School Improvement Team determines the objectives and goals that need to be met and delegates the tasks to various school committees in order to optimize time for strategic planning. The team reconvenes to determine if the tasks are in line with the school vision and mission set forth as a guideline. The leadership team is comprised of the principal along with two teacher representatives from each grade level. The team meets twice a month to review the implementation of effective practices.	Limited Development 10/03/2016		
			Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:			The Leadership Team, consisting of the principal, teachers who leads the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. Members of the school community work collaboratively and are guided by a common vision. The School Improvement Team (SIT) will openly discuss most important educational matters facing the school.		Dwayne Jordan	06/15/2023
Actions				1 of 3 (33%)		
	8/29/17	School staff nominates potential members for the upcoming school year to be on the School Improvement Team in order to facilitate communication and coordination among the grade levels and the departments of the school.		Complete 08/29/2022	Jene Walker	08/29/2022
<i>Notes:</i>						
	8/30/17	At leadership team meetings, teacher representatives from each grade level, encore, and EC teams will report out student achievement data and planned corrective instruction from interim assessments.			Jene Walker	05/26/2023
<i>Notes:</i>						
	8/22/17	The leadership team will meet the first and fourth Tuesdays of each month to discuss/create clear goals that are aligned to the School Improvement Plan.			Dwayne Jordan	05/26/2023
<i>Notes:</i> Evidence will be: Minutes and sign-in sheets						
Implementation:				05/03/2018		
Evidence			5/3/2018			
Experience			5/3/2018			

<i>Sustainability</i>	5/3/2018			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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>		Team structure for instructional planning includes weekly content planning meetings on Thursdays to support teaching individual planning on Friday through Wednesdays.	Limited Development 10/30/2021		
<i>How it will look when fully met:</i>		All classes provide NCSCOS and district aligned daily teaching and learning to maximize student proficiency and growth. Gradual release, differentiation, intervention, enrichment is evident through walkthroughs, leadership walks, collegial walks, and observation data in all classrooms.		Tonia Bruce-EC Teacher	06/13/2023
Actions			0 of 1 (0%)		
	10/30/21	(Leadership Team) Weekly content planning meetings will be scheduled and minutes will be stored on the staff one drive to support weekly walkthroughs and PLC conversations.		Kiera Fleming	06/13/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers receive feedback verbally and in writing from administrators. Evidence can be provided through NCEES. Additionally, the administration team attends weekly content professional learning community (PLC) meetings to discuss and review unit plans to assure the preparation of rigorous instruction.	Limited Development 08/30/2016		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		Teachers receive targeted feedback following informal and formal observations. Teachers receive follow-ups visits to observe implementation of given feedback.		Jenifer Vega	06/08/2023
Actions			0 of 3 (0%)		
	8/22/17	Administrators will conduct a minimum of bi-weekly classroom visits to monitor instruction and to support teaching and learning.		Dwayne Jordan	05/29/2023
		<i>Notes:</i> The team will submit observation logs and coaching feedback.			
	8/22/17	Administrators will provide feedback via email or conference with teacher to discuss targeted focus of classroom visit. Targeted focus will be based on evidence gathered from observations ,dialogue from team meetings and Professional Learning Communities (PLC) and students performance data- (ie. common, district assessments) . Administrators will monitor the implementation of ARC -- specifically examining conferencing as well as Open-up Math instruction.		Jenifer Vega	05/29/2023
		<i>Notes:</i> **Individual e-mails providing feedback to various teachers concerning the targeted focused visit. ARC conference data diagnostics used to monitor implementation per ELA teacher. PLC Minutes, Open-Up coaching minutes			
	10/17/19	Administrative team will create a systematic approach to provide teachers will timely feedback.		Dwayne Jordan	06/01/2023
		<i>Notes:</i> Spreadsheet will be created and uploaded as an artifact -- it will contain anecdotal comments and next steps and other pertinent data.			
<i>Implementation:</i>			05/07/2019		
<i>Evidence</i>		5/3/2018 per artifacts uploaded			
<i>Experience</i>		5/3/2018 This was embedded into our routines for administrators at Allen			

<i>Sustainability</i>		5/3/2018 Develop long-term schedule with targeted foci				
Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. We use school performance data as well as classroom observation data to make decisions regarding teachers targeted to receive additional instructional support. One area in which we need to implement with greater fidelity is providing content specific professional development based on both performance and walk-through anecdotal data.		Limited Development 08/18/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Each teacher receives differentiated professional development based on the specific needs as determined by their student performance data and classroom observation data. All teachers receive professional development that propels us towards meeting our school-wide goals. Teachers receive content specific professional development as determined by student performance and observation data.			Cari Reeves	06/01/2023
Actions				9 of 17 (53%)		
	5/25/18	Teachers will attend Math/Science/ELA/Social Studies workshops.		Complete 01/21/2021	Angela Smith	01/25/2021
<i>Notes:</i> Funded in Title I budget \$1500.00						
	5/25/18	Teachers will use available funds to secure resources to enhance teaching and learning such as but not limited to Epson projectors, document cameras, replacement bulbs -- tools needed to delivery instruction in the classroom.		Complete 01/22/2021	Dotrell Allen	01/30/2021
<i>Notes:</i> Partially funded from Title I funds (\$2,000) Title I funds (\$6,000) technology equipment -- The team will submit evidence of purchase orders and requisition as of 11/27/18.						

6/16/17	To provide teachers the opportunity to connect learning that takes place in the classroom and extend and connect the learning to the real world so students have a better grasp of the applications and skills.	Complete 04/06/2021	Sashoi Hinds	04/30/2021
<i>Notes:</i>				
8/30/17	Teachers will review key chapters from the book Teach Like a Champion during content PLCs and/or grade level meetings to determine areas that need re-visiting and implementation fidelity.	Complete 04/06/2021	Dwayne Jordan	04/30/2021
<i>Notes:</i>				
8/30/17	All Language Arts teachers will receive professional development on effective implementation of literacy strategies with the use of the literacy block structure designed by the American Read Company.	Complete 04/06/2021	Dwayne Jordan	05/12/2021
<i>Notes:</i>				
8/30/17	All Math teachers will receive professional development on asking higher order questions and incorporating writing within the content.	Complete 04/06/2021	Sharla Martin	05/12/2021
<i>Notes:</i>				
8/30/17	Social and Science teachers will receive professional development on literacy based content instruction. Professional development will occur during weekly professional learning community (PLC) meetings as well as early release and afterschool sessions.	Complete 04/06/2021	Tracii Miller	05/12/2021
<i>Notes:</i>				
6/16/17	To provide teachers with additional resources and technological instructional tools (ie: Epson Mounted projectors) to enhance teaching and learning.	Complete 05/04/2021	Maria Miller	06/01/2021
<i>Notes:</i>				
8/30/17	Allen Middle School will host two curriculum parent nights (Fall and Spring).	Complete 05/04/2021	Tonia Bruce	06/01/2021
<i>Notes:</i> Funding provided through Title I funds for refreshment for families -- from parent engagement source. **Sign in sheets will be provided as well as Powerpoint presentations/Brochures				
5/25/18	Opportunities will be provided for students to broaden their scope of experiences through fieldtrips.		Cari Reeves	04/30/2023
<i>Notes:</i> Funded partially through Title I funds				
The team will submit will submit evidence of planned field trips in the form of purchase orders, invoices and field trip request documentation.				

9/9/22	(Leadership Team) All staff will receive ongoing professional development in EL strategies to better enhance instruction and increase proficiency for our MLL students.		Biljana Dalcheska	05/20/2023
<i>Notes:</i>				
9/9/22	(Leadership Team) All Language Arts teachers will receive district provided coaching on effective implementation of literacy strategies with the use of the literacy block structure designed by the American Read Company.		Debra Hufschmitt	05/20/2023
<i>Notes:</i>				
9/9/22	(Leadership Team) All Math teachers will receive district provided coaching on effective implementation of the Open Up curriculum strategies alongside Pivot math strategies to reinforce best practices.		Kimberly McZeek	05/20/2023
<i>Notes:</i>				
5/17/19	(Title 1 Committee) Allen will host two curriculum nights (fall/spring) and student led conferences (first and third quarters), Multi-cultural night, Black History, career fair, Beautification day etc. These activities will support our families with curricular resources and allow them to engage with various manipulative and learn strategies to help their child. Our families will leave with more knowledge of how to support their scholars from home.		Jene Walker	06/01/2023
<i>Notes:</i> Funding provided through Title I funds for refreshment for families as well as postage for flyers and notices for families about upcoming events -- from parent engagement source. **Sign in sheets will be provided as well as Powerpoint presentations/Brochures				
8/22/17	(Leadership Team) All core teachers will utilize two standard tools that are a part of the assessment protocol at Allen Middle. The tools include 1) Corrective Instruction Form- a tool for teachers to analyze data to see where and how we need to develop the skills of students to show growth and 2)- Formative Assessment Data Analysis Form- a tool that encompasses a storehouse of student's data that includes their demographics, present/past performances and analysis of subgroup's performance.		Iris Miller	06/01/2023
<i>Notes:</i>				
9/27/21	(Leadership Team) We will conduct Collegial Walkthrough PLCs to learn best practices, things to consider, and next steps as a part of our professional learning communities and grade level reflection of teaching and learning.		Danva Duncan	06/15/2023
<i>Notes:</i>				

9/9/22	(Leadership Team) EC teachers will receive targeted professional development around best practices and compliance strategies alongside bi-weekly individual coaching support through the district EC coordinator.		Jenifer Vega	06/15/2023
<i>Notes:</i>				
Implementation:		09/03/2020		
Evidence	6/13/2017 Training sessions were held on 08/22/16, 9/7/16, 9/16/16, 9/29/16, 10/07/16, 10/14/16, 10/19/16, 2/10/17, 2/15/17, 2/24/17, 3/7/17, 3/21/17, 4/4/17			
Experience	6/13/2017 All ELA teachers attended district mandated ARC training during early release days, as well as supervised sessions with the ARC coach. Teachers gained knowledge on effective conferences as per ARC standards. Teachers were apprehensive due to the extensive learning curve as it related to the correlation between common core standards and ARC standards.			
Sustainability	6/13/2017 District will continue to provide training sessions to implement further knowledge of the American Reading Company curriculum. Teachers have gained knowledge on how to bridge their personalized teaching styles with ARC standards. Teachers will incrementally check in with students IRLA levels to ensure individual growth.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 08/30/2016		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		The media coverage of Allen will be a reflection of the new structure of the school and the meaningful teaching and learning taking place in the building, helping draw a wide applicant pool for the positions available within the school. When applicable, teachers who apply to Allen teach a sample lesson as part of their interview process and teachers currently at Allen are involved in the interview process. This will ensure that we are hiring highly skilled teachers who fit well in the school community.		Dwayne Jordan	06/21/2023
<i>Actions</i>			7 of 11 (64%)		
	8/22/17	When applicable, teachers who interview at Allen will teach a sample lesson during the interview process.	Complete 05/01/2018	Shelia Gorham	06/20/2019
<i>Notes:</i>					

8/22/17	When possible, at least one current teacher will sit in on interviews for hiring new positions and observe the sample lesson taught by applicants.	Complete 05/01/2018	Shelia Gorham	06/20/2019
<i>Notes:</i>				
9/16/19	During the interview process, when applicable, teachers who interview at Allen will teach a sample lesson to a group of students. The candidates will be given a standard within their content area to address during their lesson and will create a lesson plan to follow. The interview team will use the mock lesson, in conjunction with the interview, to make hiring decisions to best meet the needs of Allen Middle School.	Complete 05/04/2021	Kendrick Alston	06/01/2021
<i>Notes:</i> The School Improvement Team (SIT) has been involved in the selection process for a new Assistant Principal.				
9/16/19	Teachers who are new to Allen will be assigned a teaching buddy to assist them with their transition to Allen Middle School and our routines, processes and traditions. The buddies will meet on an "as needed" basis. However, veteran Allen teachers will check in with their buddy at least once a month via a face-to-face conversation or email and communicate any needs to the leadership team as they arise. New teachers will fill out a survey twice a year to determine the effectiveness of the buddy system and how we might be able to improve our support of new staff.	Complete 05/04/2021	Jenifer Vega	06/15/2021
<i>Notes:</i>				
9/16/19	In an effort to retain and empower veteran teachers to further grow their capacity as instructional leaders within the building, as well as aid teachers who have been identified as needing additional supports, Allen Teacher Leaders will be selected via an application process for the 2019-2020 school year. Teacher leaders will work closely with the administrative team to support their colleagues with instructional practices. Teacher leaders will plan with, observe, co-teach and conference with their colleagues who have been identified as needing additional supports. Teacher leaders will meet with the administrative team on a monthly basis to discuss school-wide trends, areas of strength and areas of need.	Complete 05/04/2021	Dwayne Jordan	06/15/2021
<i>Notes:</i>				
8/22/17	The Viking Stakeholder Committee will run a monthly staff incentive to recognize a "teacher of the month" and increase teacher morale.	Complete 05/01/2018	Sharla Martin	06/20/2021
<i>Notes:</i>				

8/22/17	We will send regular updates to the district relations team about the teaching and learning, as well as extracurricular, activities going on at the school.	Complete 05/04/2021	Maria Miller	06/20/2021
<i>Notes:</i>				
9/16/19	Beginning teachers will receive additional support in the form of an assigned mentor. Mentors and mentees will meet together on a regular basis to discuss individual teacher needs, documenting their meetings in the district required online tool. Beginning teachers will also attend monthly Mentor/Mentee meetings designed to address areas of need as identified via surveys as well as administrative and peer-teacher observations.		Cari Reeves	06/15/2023
<i>Notes:</i>				
9/16/19	(Hospitality Committee) In order to increase staff morale and teacher retention, one of Allen Middle School's committees, alongside the administrative team, will run a monthly staff incentive to recognize a "teacher of the month". The administrative team will also recognize teachers who have exemplary attendance each quarter.		Cathy Matthews	06/15/2023
<i>Notes:</i>				
9/27/21	We will utilize the recruiting and retention resources provided by the district to retain and attract teachers based on vacancies to prepare for the next school year.		Dwayne Jordan	06/15/2023
<i>Notes:</i>				
8/22/17	Beginning teachers and teachers who are new to Allen will receive additional support in the form of monthly meetings designed to support them in areas they identify (via survey) as an area of need.		Sashoi Hinds-Thomas	06/20/2023
<i>Notes:</i>				
Implementation:		10/02/2018		
Evidence	5/3/2018 Evidence will be upload in the file.			
Experience	5/3/2018 We were able to distribute tasks and responsibilities for this objectives			
Sustainability	5/3/2018 We will continue to process of supporting novice and new teachers to Allen via various initiatives.			

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
<i>Initial Assessment:</i>		We have many modes of communicating with parents but have not fully implemented these. Modalities used to communicate with parents include: Peachjar newsletters, Powerschool, teachers utilizing Remind.com, ConnectEd messages, the GCS app, and parent conferences when requested.	Limited Development 08/18/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Parents and guardians are fully aware of all aspects of the school, including academic curriculum, assessments, student performance, and extracurricular activities. Partnerships between parents and teachers are formed to assist students on their path to success. Communication takes place through ConnectEd messages, Remind (and other classroom communication tools), grade level newsletters, Curriculum Night (Fall and Spring), Hispanic Heritage Month, Black History Month, adult ESL classes, PTO meetings, and informal parent interactions. We support implementation by constant follow through on all communications and events and consistent partnerships with parents and other stakeholders. We monitor progress and success through effective and meaningful feedback (for example, student-led/parent conferences, surveys, and frequent dialogue). We sustain these objectives annually by monitoring, evaluating, and modifying current practices.		Dwayne Jordan	06/12/2023
Actions			5 of 10 (50%)		
	8/30/17	Each grade level will provide monthly newsletters to provided to parents for the purpose of communicating upcoming events, curriculum foci, and expectations. These newsletters will be in English and Spanish. The newsletters will be placed in peachjar on the school website at the beginning of each month.	Complete 05/10/2021	Zaquaysha Davis	05/30/2021
<i>Notes:</i> **PeachJar uploads of monthly Newsletters- the team will submit a sample of the completed newsletters.					

9/24/19	<p>School will partner with UNCG to support our ESL families in learning conversational English to strengthen their skill sets and opportunities for employment.</p> <p>Title I Parent Involvement funds will used to supplement instruction, which will be provided by an Allen faculty member. Additionally, Title I funds will be used to purchase seating (folding chairs) for the multi-purpose room to allow for family functions, student celebration and large group student presentations.</p>	Complete 05/10/2021	Christina Hall	05/30/2021
<i>Notes:</i>				
9/24/19	<p>Support parents in their communication with teacher, students and their families in all facets of school communication through the employment of a parent interpreter/translator.</p>	Complete 05/04/2021	Twana Harding	06/05/2021
<i>Notes:</i>				
5/21/19	<p>Support parents in their communication with teacher, students and their families in all facets of school communication through the employment of a parent interpreter.</p>	Complete 05/04/2021	Sashoi Hinds	08/03/2021
<i>Notes:</i> Title I funds will be used to supplement .5 of this position.				
10/27/16	<p>School will partner with UNCG to support our ESL families in learning conversational English to strengthen their skillsets and opportunities for employment.</p> <p>Title I Parent Involvement funds will used to supplement instruction, which will be provided by Allen faculty member.</p>	Complete 06/07/2022	Courtney Butler	06/07/2022
<i>Notes:</i> Title I Funds are used for contracted services through weekly Real World English Classes, Curriculum Night parent and student resources, and parent and student food.				
The team will submit attendance documentation, flyers and session (sample) minutes.				
5/17/19	<p>Allen will continue to partner with UNCG to support our ESL families in learning conversational English (Real World English (RWE), to strengthen their skill sets, communication with the school, life skills and opportunities for employment.</p> <p>Title I Parent Involvement funds will used to supplement instruction, which will be provided by Allen faculty member.</p>		Dwayne Jordan	09/17/2022
<i>Notes:</i> Title I budget of \$2,000.00 for EEA for ESL Parent Engagement Staff Development.				

8/30/17	Each teacher will be responsible for keeping their website updated with relevant information that can support parents in helping their child to be successful.		Edison Garcia	05/05/2023
<i>Notes:</i> Teachers are receiving assistance on the development of their classroom websites through our Media Specialist.				
8/30/17	(Title 1 Committee) The curriculum and Instruction committee will plan to hold curriculum nights in the fall and the spring semester. Parents will be invited to visit their child's teachers in the fall and learn about the curriculum that they teach. In the spring, parents will be provided EOG strategies to assist children at home in preparing for the end of the grade assessments. Allen will have two student-led conference where students show case their classwork, goals, strategies etc. with their parents.		Jene Walker	05/12/2023
<i>Notes:</i> Student Led conference artifacts (pictures, attendee sign-in, survey results via connect ed) Back to School Curriculum Night (pictures, attendee sign-in, survey results via connect ed)				
8/30/17	Each grade level administrator will send a weekly ConnectED in English and Spanish informing the parents of any important information including the assessments that are coming up during the following week.		Cari Reeves	05/18/2023
<i>Notes:</i> **Trascription of ConnectED weekly calls made by administration Log of outgoing phone messages via Connect Ed- BlackboardConnect Platform				
10/30/21	Bilingual translator will support our 35% Hispanic population to support communication, translations, conferences, and IEPs.		Dwayne Jordan	06/07/2023
<i>Notes:</i> Title I funds for translator are necessary here.				
Implementation:		08/06/2019		
Evidence	5/3/2018 per artifacts uploaded 5/7/2019 per artifacts uploaded			
Experience	5/3/2018 This was embedded into our routines for administrators at Allen 5/7/2019- This was embedded into our routines for grade levels and administrators at Allen			
Sustainability	5/3/2018 Develop long-term schedule with targeted foci 5/7/2019 Develop long-term schedule with targeted foci			