

## 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 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.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 2025-2026 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 2025-2026 school year. (C. 3. 04 ) BY 2027, 100% of staff would participate in the TWCS, sharing relevant feedback

Reduce the overall rate of disciplinary referrals and suspensions for all student groups, with a particular focus on narrowing the gap between groups experiencing disproportionately high rates.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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
<i>Initial Assessment:</i>		Leadership team meets weekly on Thursday's including, administration, instructional coach, counselor and media specialist. SIT meets on second Tuesday consisting of elected representatives. MTSS meets on third Tuesday to discuss student data.	Limited Development 02/06/2025		
<i>How it will look when fully met:</i>		Framework for meeting will be met and staff will use agendas for communication		Kristina Battle (August 2023)	05/31/2027
<i>Actions</i>					
Notes:					

	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
<b>Initial Assessment:</b>			<p>We have common planning time for contents, PLCs weekly, grade level meetings monthly including our goal team data, etc. The only team described in Wise Ways that we do not have is a School Community Council (PTO), which is a struggle for us.</p> <p>Teachers instructional planning is not interrupted unless absolutely necessary. Administration ensures that teachers are not pulled from their instructional planning times to do things beyond what is expected to prepare for their students and classrooms.</p> <p>As teams meet, (Dept., Goal Team, Sit, etc.) they have an agenda given before the meeting for review and members are able to add items if needed. Data is shared, compared, analyzed, and decisions are made to the best interests of students.</p>	Limited Development 04/14/2020		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>			<p>An organization structure Chart has been established to clearly define roles throughout the school From Admin. level to Grade levels/PLCs and Dept. Level. A Schoolwide Calendar has been established both electronically, and in Conference room for staff review and planning and weekly update provided for staff. Established set times have also been included for monthly and weekly meetings. Duties rosters and schedules will be created, shared and communicated throughout the year for teachers and staff.</p> <p>Communication on TWCS and School Climate survey will show 60% @ or above on survey areas for Communication, and roles and duties.</p>		Erin Trawinski (October 2024)	05/29/2026
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	10/1/21	Create and implement a system wide and schoolwide duty schedule, calendars of events, meetings, with organizational chart of roles and responsibilities to be communicate among and between leadership, teachers, and staff.	Complete 08/29/2025	Sarah Paslay	08/04/2025	
<i>Notes:</i>						
	2/6/25	Teachers will use agendas that are schoolwide to focus on topics.		Erin trawinski	05/29/2026	
<i>Notes:</i>						
<b>Implementation:</b>				02/06/2025		

<i>Evidence</i>	2/6/2025 Not met yet			
<i>Experience</i>	2/6/2025 Not met yet			
<i>Sustainability</i>	2/6/2025 Not met yet			

<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>			
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>			
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			We have a principal, two assistant principals, a guidance counselor, an SAP, part time social worker and part-time nurse . Approximately 100% of our 430 students are on free or reduced lunch and have high social, emotional, physical, academic, and medical needs. Currently, our teachers assist in addressing these needs, which limits instructional time. Admin monitors instruction frequently and gives feedback. Teachers meet in PLC once a week to discuss pacing, lesson planning, unpacking of standards and resources. They are expected to have their lesson plans submitted by noon on Sunday afternoons in order to receive feedback.	Limited Development 10/25/2016		
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<i>How it will look when fully met:</i>			All teachers will have weekly lesson plans submitted by noon on Sundays with the required expectations of standard aligned, vocabulary and technology required. Teachers will receive feedback regarding their lessons both in writing and through classroom observations. Lessons will include active participation strategies that show that all kids are learning.		Sarah Paslay (August 2022)	05/29/2026
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<b>Actions</b>				<b>0 of 3 (0%)</b>		
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	5/29/25		Teachers will submit weekly lesson plans that include:  1. Learning target (standard aligned) 2. Vocabulary being taught 3. Daily warm up and exit tickets, using reading comprehension routines 4. I do, we do, you do portion of instruction 5. Time stamps on the lesson that show the intended time.		Krista Perrine	05/29/2026
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Notes:

	5/29/25	Administration will provide weekly feedback to teachers regarding the required expectations.		Terry Jonas	05/29/2026
<i>Notes:</i>					
	5/29/25	Admin will do classroom walkthroughs that look for lesson plan details and provide feedback to teachers		Daniel Camp (August 2024)	05/29/2026
<i>Notes:</i>					
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			Third Creek Middle School is a restart school that has budget flexibilities for additional staffing of assistant principal and behavior technician, as well as professional development in instructional strategies (AVID) and Capturing Kids Hearts. The school also receives Title 1 funds that are allocated to increase student achievement. These two budgets allow for resources and support to increase academics and decrease behavior concerns.	Limited Development 05/29/2025	
<i>How it will look when fully met:</i>			Academic proficiencies will increase and Office referrals will decrease over time as the allocated funding is aligned and resources are appropriately used.	Sarah Paslay (August 2022)	06/01/2026
<i>Actions</i>					
<i>Notes:</i>					

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>

**Initial Assessment:**

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. Staff do receive a monthly retention bonus for working at Third Creek

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 onboarding 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 and they meet with an instructional coach monthly.

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 2026.  We will have be fully staffed with little turnover each year.		Sarah Paslay (August 2022)	05/29/2026
<b>Actions</b>		<b>3 of 15 (20%)</b>		
3/15/23	New Hires will attend district new hire training.	Complete 07/17/2025	Kristina Battle (August 2023)	06/19/2025
	<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, and explicit training on how to lesson plan	Complete 09/02/2025	Kristina Battle (August 2023)	08/30/2025
	<i>Notes:</i> Will monitor at MOY and EOY			
8/3/24	Teachers will be trained and evaluated in NCEES	Complete 09/02/2025	Erin Trawinski	08/30/2025
	<i>Notes:</i> Recur as appropriate based on teacher plan			
8/3/24	All staff will receive a super observation as their first observation cycle		Kristina Battle (August 2023)	10/30/2025
	<i>Notes:</i> Super observation will be stored in teacher file as paper copy.			
3/15/23	Teachers will take the district climate working conditions.		Dana Speller	02/01/2026
	<i>Notes:</i>			
8/3/24	All beginning teachers will participate in district beginning teacher PD		Kristina Battle	04/15/2026
	<i>Notes:</i> Held during early release day trainings			
3/15/23	School-wide morale boosting events.		Dana Speller	05/23/2026
	<i>Notes:</i> Black history program Staff/Student Basketball game Black History bulletin board competition March Madness competition			
3/19/24	Used Restart Budget flexibility to offer a \$150 retention bonus in order to recruit, hire, and retain staff.		Sarah Paslay	05/23/2026

*Notes:* Flexibility used in the 2023-2024 School year  
 Flexibility used in the 2024-2025 school year  
 Flexibility used in the 2025-2026 school year

Reduced yearly:  
 23-24 - \$500  
 24-25 - \$250  
 25-26 - \$150

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 (August 2023) 05/29/2026

*Notes:* Updated as needed and communicated during leadership meeting

3/15/23 Daily sub-coverage emails will be communicated. Sarah Paslay 05/29/2026

*Notes:* Utilize subs before teacher coverage.  
 Will monitor teacher attendance.

8/3/24 Teachers will receive ongoing instructional strategy PD during staff meetings and PLC by sharing best practices Erin Trawinski 05/29/2026

*Notes:* 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 05/29/2026

*Notes:*

8/3/24 Monthly BT meetings will occur with media specialist/instructional coach to provide assistance in daily processes and classroom management Erin Trawinski 05/29/2026

*Notes:*

8/3/24 Used employment requirement flexibility to hire non licensed teachers as well reallocate positions outside of certification. Kristina Battle (August 2023) 05/29/2026

*Notes:* Used flexibility in 2023-2024 School year.  
 Used flexibility in 2024-2025 school year.  
 Used flexibility in 2025-2026 school year.

8/3/24 Quarterly grade level discussions on using office vs classroom managed behavior chart Elizabeth VanVleet (August 2024) 05/29/2026

*Notes:*

**Core Function:** Domain 2: Talent Development

**Effective Practice:** Practice 2B: Target professional learning opportunities

	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>			<p>School: Student performance data and classroom observation data is analyzed to determine teacher needs.</p> <p>LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.</p>	Limited Development 11/01/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
<i>How it will look when fully met:</i>			<p><b><u>Use school performance data to drive school improvement and professional development related to curriculum needs.</u></b> Data used to drive curriculum needs includes:</p> <p>*EOG data--Analyzed by admin, goal teams, and teachers over the summer to determine student placement, teacher placement, SIP goals, and PDPs</p> <p>*EVAAS--Analyzed by admin, goal teams, and teachers during the fall to determine student placement, teacher placement, SIP goals, and PDPs</p> <p>*iReady (ELA and Math) -Diagnostic--Administered 3 times per year and analyzed to determine MTSS placement and classroom differentiation needs</p> <p>*CFAs -Administered every 4 1/2 weeks and include standards that have been taught. Data is analyzed to determine student mastery and instructional needs. Teachers provide small group instruction that is differentiated based on these needs.</p> <p><b><u>Use classroom observation data to drive PD related to instructional and behavioral needs.</u></b> Data used includes: *CWTs *Formal observations *Informal observations *Basic 5 observations *Peer</p>		Amanda Moore (August 2024)	12/15/2027

observations. In addition to the data above, teacher surveys will be administered quarterly in order for them to identify PD they are interested in or feel they need. Based on this data, the goal team would determine, schedule, and develop PD that would address teacher needs in order for them to successfully deliver classroom instruction that meets students' needs. The PD may be provided individually as coaching, in small groups, and/or to the entire faculty. PD would focus on what the data means, how to use the data to drive instruction, how to successfully implement stations/groups, how to differentiate instruction, understanding standards, effective instructional strategies, etc. Teachers who are successful in these areas would be empowered to be leaders by having them lead professional development. Follow-up coaching would be provided both individually and in PLCs to ensure successful implementation and provide necessary support. Evidence of objective being met: \*Goal team minutes \*PLC minutes \*Data day minutes \*Data analysis documents \*Lesson plans that are data-driven and include differentiated small group instruction \*PD agendas and sign-in sheets \*Increase in number of teachers presenting PD \*Class observations reflect implementation of PD

District: School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review teacher observation data, that will be provided quarterly by the HR department, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data ( including but not limited to quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.

<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/14/17	Data days will be utilized to analyze student data and develop differentiated, data-driven instruction.		Kathryn McMillan	05/29/2026
<p><i>Notes:</i> Data source: Data day agendas and teacher analysis documents.</p> <p>Data days will be completed after each NC/ISS Check-In to analyze student data and plan instruction accordingly.</p>				
9/14/17	Leadership team will analyze data monthly during leadership team meetings in order to monitor effectiveness of instruction and student progress.		Josie Myers	05/29/2026
<i>Notes:</i> Data source--Leadership team minutes				
9/15/20	The AVID Site Team hold regular PLC meetings to plan our implementation strategies for the delivery of monthly school wide professional development.		Peta-Gaye Brooks	05/29/2026
<p><i>Notes:</i> Evidence:</p> <p>Teacher lesson plans</p> <p>Student Assessment and grade average</p> <p>Teacher walk through's and teacher observations</p> <p>Evidence of WICOR strategies being used in the classroom through student and teacher interaction</p> <p>Consistent review of Powerschool data on all students</p> <p>Consistent review of CCI standards and indicators</p>				
2/6/25	Continue to use data to make schoolbased decisions		Amanda Moore (August 2024)	05/31/2027
<i>Notes:</i>				
<b>Implementation:</b>		03/15/2023		
<b>Evidence</b>	3/15/2023			
<b>Experience</b>	3/15/2023 This is not a current goal			
<b>Sustainability</b>	3/15/2023			

Core Function:		Domain 3: Instructional Transformation			
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. 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	

**How it will look  
when fully met:**

Tiered Instructional System description:

Tier 1: Instruction: \*proactive, preventative, and data-driven  
\*differentiated \*progress monitored via universal assessments \*is  
delivered through blended learning with teacher differentiating by  
process, product, content and/or environment based on needs \*is  
implemented school-wide via whole classroom and small group

Tier 2: Academic interventions include: \*short-term academic supports  
\*strategic, targeted interventions \*school-based MTSS teams \*progress  
monitored 1-2 times per month \*foundational skill-building  
interventions \*small group instruction with research-based  
interventions focused on target areas of deficit

Tier 3: Intensive Academic Intervention \*MTSS teams \*long-term  
comprehensive support \*small group instruction \*progress monitoring  
weekly

Evidences: Tier 1 includes: \*Data points will include baselines; 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.

**Krista Perrine  
(August 2023)**

**05/29/2026**

<b>Actions</b>		<b>0 of 15 (0%)</b>		
2/8/17	Teachers will create Tier 1 instruction plans as a PLC that include data-driven differentiation in all core classrooms.		Kristina Battle	09/30/2025
	<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	04/30/2026
	<i>Notes:</i>			
8/23/24	Teachers will participate in data days after iXL diagnostic and NC Check ins to assess student levels and make team decisions for remediation, lesson planning and intervention		Helen Fowler	05/23/2026
	<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	05/23/2026
	<i>Notes:</i> Teachers will participate in monthly MTSS meeting as a grade level			
9/22/22	All core teachers will administer Check-in Assessment and analyze the data to guide instruction.		Kristina Battle	05/23/2026
	<i>Notes:</i>			
9/21/23	<p>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.</p> <p>This action step is particularly implemented to address the sub groups of African American, EC, Low Socio-economic and ESL students.</p>		Stefan Lowe	05/23/2026
	<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	<p>LExia English will be used in EL classrooms to support newcomers</p> <p>This action step is particularly implemented to address the sub groups of African American, EC, Low Socio-economic and ESL students.</p>		Sarah Paslay	05/23/2026

	<i>Notes:</i>			
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		Erin Trawinski	05/23/2026
	<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		Daniel Camp	05/23/2026
	<i>Notes:</i>			
8/4/24	SS/ELA and science teachers will complete ASPIRE training to increase understanding of science of reading		Erin Trawinski	05/23/2026
	<i>Notes:</i> Teachers will be provided a link prior to school starting and have time during ERPD.			
8/4/24	MTSS PLCs will meet frequently to discuss student data and discuss needs and next steps.		Beth Zimmerman	05/23/2026
	<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		Stefan Lowe	05/23/2026
	<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		Soyphana Currie	05/23/2026
	<i>Notes:</i> Reflection in lesson plans			
8/16/24	Use budget flexibility to provide Avid training for 4 staff members.		Sarah Paslay	05/30/2026
	<i>Notes:</i> This flexibility was used int 2024-2025 school year This flexibility was used int 2025-2026 school year			
8/23/24	Lexia is purchased to use schoolwide as Tier 1 to close TSI population gaps		Sarah Paslay	08/25/2026
	<i>Notes:</i>			
<b>Implementation:</b>		10/01/2021		
<b>Evidence</b>	10/1/2021			
<b>Experience</b>	10/1/2021			

<i>Sustainability</i>	10/1/2021			
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<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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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>		<p>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.</p> <p>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.</p> <p>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.</p> <p>Aug. 2024 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.</p>	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><b>Beth Zimmerman (August 2023)</b></p>	<p><b>05/23/2026</b></p>
<p><b>Actions</b></p>		<p><b>1 of 19 (5%)</b></p>		
<p>8/4/24</p>	<p>Use budget flexibility to hire an additional Assistant Principal.</p>	<p>Complete 09/11/2025</p>	<p>Sarah Paslay</p>	<p>12/31/2025</p>
<p><i>Notes:</i></p>	<p>Flexibility used 2023-2024 school year. Flexibility used 2024-2025 school year. Flexibility used 2025-2026 school year.</p>			
<p>9/22/22</p>	<p>Daily Morning meetings and Second-Step meetings will take place in classrooms to foster positive relationships and further develop character skills.</p>		<p>Vanvleet</p>	<p>05/23/2026</p>
<p><i>Notes:</i></p>	<p>Wheel teachers will complete lessons on Mondays.</p> <p>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-Kt6Tc5rJJD7Q3Yk76DWUHF_F9Ovndys/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1FkqMsOVTcIl-Kt6Tc5rJJD7Q3Yk76DWUHF_F9Ovndys/edit?usp=sharing</a></p>			

8/4/24	All students will receive instruction on PBIS expectations through the year including the BARK matrix		Josie Myers	05/23/2026
<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	05/23/2026
<i>Notes:</i>				
8/4/24	Student services PLC will meet weekly to discuss students with social/emotional and behavioral needs, determine interventions needed and monitor data		Beth Zimmerman	05/23/2026
<i>Notes:</i>				
4/21/21	Tier 2 and Tier 3 behavior interventions will be used to address students' behavioral needs in order for them to be successful. These include, but aren't limited to, Piedmont Peer mediation, BIPs, FBAs, Check In/Check Out, Restorative Justice, support groups, etc.		Beth Zimmerman	05/23/2026
<i>Notes:</i>				
4/21/21	Grade Level MTSS teams will meet once per month to discuss students with social/emotional, academic and behavioral needs, determine inventions needed and monitor data		Josie Myers	05/23/2026
<i>Notes:</i>				
8/7/25	Implement restorative lessons in ISS aligned to the ISS Code of Conduct		Evelyn Clyburn	05/26/2026
<i>Notes:</i>				
8/7/25	Implement restorative practices, such as mediations, for a reduction in OSS days.		Terry Jonas	05/26/2026
<i>Notes:</i>				
8/4/24	All classrooms will have a consequence continuum that is consistent on the grade level		Krista Perrine	05/30/2026
<i>Notes:</i>				
4/21/21	All staff will receive PBIS training to review school-wide expectations, procedures, etc.		Tyler Chaffins	05/30/2026
<i>Notes:</i>				
4/21/21	All students will receive instruction on PBIS expectations at the beginning of the year, including the BARK matrix.		Josie Myers	05/30/2026
<i>Notes:</i>				
8/4/24	Use budget flexibility to purchase PBIS incentives.		Beth Zimmerman	05/30/2026

	Notes: Used flexibility in 2023-2024 school year. Flexibility used in 2024-2025 school year. Flexibility used in 2025-2026 school year.			
4/21/21	Administration will continue using Restorative Justice to resolve behavior problems and restore positive relationships.		Beth Zimmerman	05/30/2026
	Notes: Restorative Justice practices are used as needed and are not on defined dates.			
8/4/24	All staff will receive training on interventions for behavioral needs, including the purpose, data collection and length.		Beth Zimmerman	08/30/2026
	Notes:			
9/22/22	All staff will receive Safe School Training with continued focus training for updates and for new employees.		Jason Kohnstamm	08/30/2026
	Notes:			
8/16/24	Use budget flexibility to staff a behavior assistant		Sarah Paslay	08/30/2026
	Notes: This flexibility was used in 2024-2025 school year Flexibility used in 2025-2026 school year			
3/19/24	Use budget flexibility to implement the use of "Capturing Kids Hearts".		Simone Martin	10/31/2026
	Notes: Flexibility used in 2023-2024 school year. Flexibility used in 2024-2025 school year. Flexibility used in 2025-2026 school year			
8/4/24	All classrooms will create and post a social contract		Raegan Eccles	12/31/2026
	Notes:			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<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			
<i>How it will look when fully met:</i>	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.		Amanda Moore (August 2024)	05/23/2026	
<b>Actions</b>			<b>0 of 7 (0%)</b>		
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>		Erin Trawinski	05/23/2026	
	<p><i>Notes:</i> Content coaches will assist in driving lesson planning. Admin will monitor completion of lesson plans.</p>				
4/21/21	PLC will meet on Tuesday's with administrator and instructional coach to unpack standards, create assessments, engage in Professional learning and lesson design.		Erin Trawinski	05/23/2026	
	<p><i>Notes:</i> PLC's will meet with content assigned administrators and their content coach weekly</p>				

8/4/24	Teachers will share best practices/pedagogy (AVID Strategies) during PLC		Jake Saiz	05/23/2026
<i>Notes:</i> Evidence in PLC agenda, Lesson plans and staff meeting agendas				
8/4/24	Teachers will use small group instruction during math and reading classes to meet needs of students.		Erin Trawinski	05/23/2026
<i>Notes:</i>				
8/4/24	SS/ELA teachers will use CommonLit for their grade level instruction to access reading curriculum		Helen Fowler	05/23/2026
<i>Notes:</i>				
8/4/24	8th grade math will use Engage NY Curriculum		Peta-Gaye Brooks	05/23/2026
<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	05/23/2026
<i>Notes:</i> Evidence in lesson plan				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3C: Remove barriers and provide opportunities</b>			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Many steps are in place to help students effectively transition from elementary to middle and middle to high. However, there are limited steps in place to help students transition from 6th to 7th and from 7th to 8th. Elementary to Middle transition steps include: Spring school tour visits; principal visits to elementary schools; band recruitment; summer transition camp to participate in group activities, practice routines, &amp; meet teaches and peers; Crosby Scholars; open house; counselor teaching lessons in 6th grade classrooms; support groups; and MTSS team</p> <p>Middle to High transition steps include: CTE classes, guidance counseling, visits from Early College &amp; HS counselors, visits from counselors explaining options for high schools, 8th grade visit to CATS, virtual high school visits, virtual college tours, support groups</p> <p>Transition between grade levels in middle school include: parent conferences, open house, student handbook with expectations, student grade level meetings with principal, and MTSS team</p>	<p>Limited Development 09/27/2017</p>		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>At full implementation, a well-defined plan will be created and implemented with fidelity that addresses the transitional needs of students from elementary to middle, between middle grade levels, and from middle to high.</p> <p>For the transition from elementary to middle, it will include opportunities for students to learn about the school building, practice new procedures that are specific to middle school, skills for independently managing time and work, building positive relationships, handling difficult situations, etc.</p> <p>For all students, the plan will include instruction and practice with following procedures and expectations, social/emotional supports, character building, etc.</p> <p>For the transition from middle to high, the plan will include the high school coming to visit the students and introducing them to classes at the schools, expectations, opportunities provided, and more.</p>			<b>Beth Zimmerman (August 2023)</b>	<b>05/31/2027</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	2/6/25	Provide transition opportunities for rising 9th graders through on the move		Beth Zimmerman (August 2023)	05/25/2026
	<i>Notes:</i>				
	2/6/25	Provide rising 6th grade visit opportunities		Krista Perrine (August 2023)	05/25/2026
	<i>Notes:</i> In May of 2025 we hosted a family night for all parents to tour and meet staff				
<b>Implementation:</b>			03/15/2023		
<b>Evidence</b>	3/15/2023 All 8th grade EC students have transition meetings.				
<b>Experience</b>	3/15/2023 Completed in May of 2022				

<b>Sustainability</b>	3/15/2023 These are held annually.			
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<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
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<b>Initial Assessment:</b>	<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		
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	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>			<b>Kristina Battle (August 2023)</b>	<b>05/23/2026</b>
<b>Actions</b>			<b>1 of 7 (14%)</b>		
	8/6/24	Bullying training for students using the Say Something App	Complete 08/15/2025	Krista Perrine	09/15/2025
	<i>Notes:</i>				
	8/6/24	All staff will be trained in instructional strategies that support executive functioning skills to implement in lesson plans		Erin Trawinski	05/23/2026
	<i>Notes:</i>				
	9/15/17	Review classroom managed behavior vs. office referral matrix.		Daniel Camp	05/23/2026
	<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	05/23/2026
	<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	05/23/2026

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

1/24/19	Guidance and SAP support groups will be established and meet weekly to support students' social, emotional, and behavioral needs.		Beth Zimmerman	05/23/2026
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*Notes:* One on One Counseling  
Small groups  
Check in Check out  
Check & Connect (Shanika Turner with Aftershock)

5/29/25	SEL lessons will be taught during daily Bulldog time in 3rd period.		Josie Myers	05/26/2026
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*Notes:*

**Implementation:**

09/12/2022

**Evidence**

10/1/2021  
This objective has been met because of the reduction of ODR data, and positive student response toward improvement, the MTSS process in place with supporting documentation of the process, Across grade level common implementaion.

**Experience**

10/1/2021  
Effective Teacher review of Office Managed vs. Classroom Manage, Revamp and recreation of lesson from PBIS to teach students with process for PBIS Reward and Recognition. Clear Classroom and Grade level Expectations. Opportunity for review of ODR data, MTSS BEH implementation, and professional development. Continue CKH for review and implementation is scheduled.

**Sustainability**

10/1/2021 CWT of implementation in classrooms and across grade levels. REview monthly of ODR data and monthly biweekly of MTSS BEH data.

**Core Function:**

**Domain 4: Culture Shift**

**Effective Practice:**

**Practice 4C: Engage students and families in pursuing education goals**

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
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**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 (August 2022)</b>	<b>05/23/2026</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
3/15/23	The school will hold a family night event, twice a year			Dana Savoy	05/23/2026
	<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				
3/15/23	Web Page and Social Media accounts will remain updated with communication			Kristina Battle	05/23/2026
	<i>Notes:</i> regularly update and posts				
9/21/23	Teachers will update parent contact log when communicating with parents			Kathryn McMillan	05/23/2026
	<i>Notes:</i>				
8/4/24	Weekly communication will be sent home via email/text to all families and staff			Sarah Paslay	05/23/2026
	<i>Notes:</i>				
8/4/24	Title 1 and MTSS communication letters will be mailed home			Beth Zimmerman	05/23/2026
	<i>Notes:</i>				
8/4/24	Attendance letters will be mailed home			Patricia Gaither	05/23/2026
	<i>Notes:</i>				
8/4/24	Teachers will send home "bulldog shout outs" to celebrate student success			Jacob Saiz	05/23/2026
	<i>Notes:</i>				
<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.			