Comprehensive Progress Report

Mission:

We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders. Sandy Grove Middle School fosters problem-solving and critical thinking skills by providing rigorous and collaborative instruction and curriculum.

Together with the support of stakeholders, we at Sandy Grove Middle School seek to create lifelong learners that embody the portrait of a successful graduate by providing a safe, nurturing, and inclusive learning environment.

Vision:

Goals:

Priority #1: Student Success -Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. Goal #1:Improve the educational experience for all students by intentionally providing purposeful learning opportunities for all students by increasing sub-group data by 10% annually. Goal #2: Improve overall school performance by 10% annually in all subject areas. Goal #3: Sandy Grove Middle School will increase its school performance grade (SPG) by 10% annually with an intense focus on all subgroups as measured by EOG results.

Priority 2: Student Well-Being - Create an environment that fosters the growth of the whole child by nurturing students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments. Goal # 1 100% of teachers and staff members will fully implement the Multi-Tiered System of Support (MTSS) to promote a healthy learning environment for all students. Goal #2 Promote productive learning environments that are safe, equitable, respectful, culturally sensitive, and student-centered. 100% of teachers and staff will provide positive learning opportunities as measured in SGMS FAM-S data.

Priority #3: Modern and Innovative Learning Environments and Systems - Create an environment where technology enhances teaching and learning as well as financial and business systems to provide tailored support to students, parents, and educators. Goal 1: All teachers will continue to successfully implement 1:1 technology initiatives & blended learning environments to improve instructional delivery based on the NC Digital Learning Standards for students. Goal 2: 100% of Sandy Grove Middle students will receive personalized educational experiences in a blended learning environment by teachers using the LMS Canvas.

Priority #4: Excellent Professionals - Recruit, hire, support, and invest in high-quality and diverse teachers, leaders, and support staff. Goal #1: All SGMS will increase the percentage of teachers who meet or exceed student academic growth by 10% annually as measured by EVAAS. Goal #2: All teachers will participate in Peer Instructional Rounds to provide instructional feedback and support to peers about best practices in the classroom, as measured by our Peer Observation Feedback Form.

Priority #5 Communication and Community Engagement - Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. Goal 1: 100% will communicate with families and the community using a wide variety of communication tools. Goal 2: Ensure that all stakeholders understand how to properly utilize Infinite Campus, canvas, and all other web-based tools used in the classroom setting.

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
A1.01	**The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal works with the administrative team and staff through other action steps in order to models and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.	Limited Development 09/20/2019		
How it will look when fully met:	When this objective is fully met Sandy Grove Middle School will have a culture that displays the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.		**Franklin Bowden**	**06/06/2026**
Actions		**0 of 1 (0%)**		
9/20/19	Principal will continue to work with the administrative team and staff through other action steps in order to models and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.		Franklin Bowden	06/05/2026
Notes:	This is an ongoing action step.			

	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers meet twice per week in their professional learning communities to share strategies and ideas. This should be done with more fidelity in order to see gains instructional wise and according to student outcomes.	Limited Development 08/23/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met, teachers will have developed, implemented, and regularly utilize plans that communicate clear goals to their colleagues and students on targets of achievement. If meetings or PLCs are effective, classroom instruction is enhanced, and student learning and outcomes are successful.	Add Actions	Franklin Bowden	06/05/2026
Actions			2 of 3 (67%)		
	9/18/19	Teachers will maintain data on SWD to increase from -0.93. Teachers should create instructional plans for this subgroup.	Complete 12/10/2019	Christina Campbell	06/01/2020
	Notes:				
	8/23/18	Monitor monthly department and staff meeting to critique and improve strategies used in class to ensure student success.	Complete 12/10/2019	Jennifer Cooper	06/03/2023
	Notes:				
	8/23/18	Teacher will have common planning time twice a week to ensure the sharing and reflecting of data. Teachers will create a Google Doc to share and reflect.		Tiffany Tyler	06/05/2026
	Notes:				
Implementation:			09/07/2022		
Evidence	5/16/2021				
Experience	5/16/2021				
Sustainability	5/16/2021				

A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Instructional teams meet as grade levels and content areas after to school to review data and refine units of instruction.	Limited Development 12/18/2019		
	Priority Score: 3　　　　Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Once this objective is fully met, grade levels will have sufficient evidence and data to prove alignment of planning and lessons according to students needs.	Objective Met 06/12/23	Franklin Bowden	06/02/2023
Actions				
12/2/20	Teachers will meet monthly for vertical alignment.	Complete 05/14/2021	Johnathon Foster	06/10/2021
Notes:				
9/21/22	Teachers will work with the Instructional Alignment SIT-PLC to ensure that standards are aligned and that they are teaching to the core and adjusting accordingly.	Complete 06/05/2023	Jennifer Cooper	06/02/2023
Notes:				
Implementation:		06/12/2023		
Evidence	6/12/2023 Meeting notes and agendas.			
Experience	6/12/2023 Weekly PLC agendas and meetings.			
Sustainability	6/12/2023 Continued weekly planning and MTSS sessions.			

B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:	School Improvement Teams do not contain a district team member or accurately represent the school's population. Additionally, meetings are not always focused on the required actions and results.	Limited Development 10/08/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The team will be active instead of passive. The team will consist of stakeholder representation, including the superintendent, to make informed decisions on student and school performance. The team will focus on results no matter how disadvantaged the student or school may be.	**Objective Met 06/12/23**	**Erica Fortenberry**	**06/12/2023**
Actions				
10/8/22	Monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to the principal	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				
10/8/22	Conduct QARs to monitor instruction and PLCs	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				
10/8/22	Facilitate data meetings with administrative teams in November and February to track progress of the school performance	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				
10/8/22	Facilitate instructional rounds with the administrative team to monitor classroom instruction	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				
10/8/22	Participate n NC ILA training sessions with the principal and implement the strategies provided to improve student achievement	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				
10/8/22	Provide LIS PD to the administrative team and/or staff	Complete 06/12/2023	Shannon Register	06/12/2023
Notes:				
10/8/22	Attend and participate in monthly SIT meetings	Complete 06/12/2023	Erica Fortenberry	06/12/2023
Notes:				

Implementation:			06/12/2023		
	Evidence	6/12/2023 SIT minutes and plan.			
	Experience	6/12/2023 Continue to work to implement district initiatives and complete district-required PD sessions.			
	Sustainability	6/12/2023 Continue to work to implement district initiatives and complete district-required PD sessions.			
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:		Through our revised mission and vision statement, our staff will design and implement professional sessions based on the needs of our students and staff. They will share these research-based strategies to provide effective instructional methods that support student engagement.	Full Implementation 09/15/2022		

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
KEY **B3.03**	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Daily walk-throughs are done and regular observations are set. Prompt feedback is given to teachers and coaching sessions are established within the district. There needs to be more walk throughs from instructional facilitators and teacher leaders.	Limited Development 08/23/2018		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When classroom instruction observations are followed with prompt feedback from administrators and instructional leaders teachers feel supported and teaching and academic achievements will increase. This will lessen the teacher turnover rate . This should also reflect student engagement and attendance in a positive way.	**Objective Met 06/13/22**	**Tiffany Tyler**	**05/01/2022**
Actions				
8/23/18	Teachers will receive prompt feedback from admin for walk-throughs and observations.	Complete 11/01/2019	Shanna Parker	05/01/2021
Notes:				
9/26/18	Instructional Facilitators will conduct walk-throughs and peer observations to ensure that teachers content and delivery aligns with the needs of multi-tiered instruction to meet students needs.	Complete 06/07/2022	Shanna Parker	06/10/2022
Notes:				
Implementation:		06/13/2022		
Evidence	6/13/2022 Peer observations and walkthroughs Daily feedback Monthly BT and Instructional facilitators meetings. Mentor training Implementation MTSS			
Experience	6/13/2022 School leadership worked diligently to provide meaningful feedback after the classroom walk-through.			

		Sustainability	6/13/2022 Instructional leaders will continue to plan with beginning teachers, provide mentorship, and offer strategies that will assist with productive teaching and learning. Peer classroom visits will also continue in the upcoming school year.			
		B3.06	**School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.(5304)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			School leaders will participate in daily walk-throughs of classes and work closely with instructional facilitators to identify effective ways to support teaching and learning.	Limited Development 09/21/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			SGMS classrooms will provide online and blended learning requires educators that possess the capacity for continual improvement and reflective practice as well as the ability to implement instructional strategies that promote personal learning pathways for students. SGM school leaders and peer mentors observing blended classrooms should focus on identifying appropriate classroom cultures and teachers' ability to manage, plan and deliver blended learning, as well as their capacity to use assessment and their proficiency with digital tools.	**Objective Met 06/12/23**	**Andrea Cherney (2025)**	**06/12/2023**
Actions						
		9/21/22	Utilize the feedback provided by the DIFTs on their Blending Instructional Classroom Walkthroughs	Complete 06/12/2023	Tiffany Tyler	06/12/2023
		Notes:				
		9/21/22	Conduct blended walkthroughs with the DIFTs	Complete 06/12/2023	Doresia Williams	06/12/2023

	Notes:				
Implementation:		06/12/2023		
Evidence	6/12/2023 Continue to use the classroom walkthroughs to address the needs of the school as it relates to blended learning and plan PD sessions based on this data.			
Experience	6/12/2023 Continue to use the classroom walkthroughs to address the needs of the school as it relates to blended learning and plan PD sessions based on this data.			
Sustainability	6/12/2023 Continue to use the classroom walkthroughs to address the needs of the school as it relates to blended learning and plan PD sessions based on this data.			

Core Function:	Domain 2: Talent Development			
Effective Practice:	**Practice 2B: Target professional learning opportunities**			
C1.01	**The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently administration and teacher leaders utilize observation and feedback from teachers in order to support and provide effective professional development.	Limited Development 12/02/2020		
How it will look when fully met:	When this objective is fully met teachers can rate the quality and relativeness of professional development as 100% effective on the North Carolina's Teacher's Working Condition Survey. In addition, students would have increased in growth and proficiency in target areas.	**Objective Met**	**Tiffany Tyler**	**06/10/2021**
Actions		**1 of 1 (100%)**		
12/2/20	Administration will schedule one professional development session for teachers as a result of instructional observations.	Complete 10/12/2020	Jennifer Cooper	06/10/2021
Notes:				
C1.02	**The principal plans opportunities for teachers to share their strengths with other teachers.(5153)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Peer observations occur within the building along with PLCs.	Limited Development 09/21/2022		
How it will look when fully met:	SGMS school leaders will actively promote the development of staff cohe¬sion and support, and the growth of communities of professional practice. These leaders "strive to create a culture of collaboration and the systems, operations, and policies that provide the infrastructure for that collegial culture. We understand and help others understand, that communities of professional practice provide the best vehicles for professional learning and the development of new instructional skills.		**Franklin Bowden**	**06/05/2026**
Actions		**3 of 4 (75%)**		
9/21/22	Conduct weekly walk-throughs	Complete 06/12/2023	Doresia Williams	06/12/2023
Notes:				

				Implementation Status	Assigned To	Target Date
		9/21/22	Allow Instructional Facilitators to conduct classroom walkthroughs and provide feedback	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:				
		9/21/22	Allow 1-3 BTs to visit a model teacher's classroom	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:				
		6/13/24	Teacher leaders will have the opportunity to lead professional development sessions twice per year.		Tiffany Tyler	06/05/2026
		Notes:				

		C2.02	**ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teacher complete professional development plans at the beginning of the year and it is a working plan throughout the year based on classroom observations and feedback.	No Development 07/10/2020		
How it will look when fully met:			Teacher will have artifacts to provide as evidence of working on their professional development plans throughout the school.	**Objective Met**	**Seth White**	**06/10/2021**
Actions				**1 of 1 (100%)**		
		12/2/20	Teachers will meet with administration on professional development plans and show progress towards meeting.	Complete 05/19/2021	Kelvin Bibbs	06/21/2021
		Notes:				

		D2.08	**All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			SGMS teachers will participate in training that supports the effective use of blended technology.	Limited Development 09/21/2022		
How it will look when fully met:			In the blended learning approach, an SGMS student's day would include a combination of online learning and small group instruction time with teachers. This learning model shifts the classroom teacher's focus away from more traditional curricular and administrative tasks in the direction of working with data and providing more individualized support to students.		**Tiffany Tyler**	**06/05/2026**
Actions				**2 of 3 (67%)**		
		9/21/22	Conduct weekly classroom walkthroughs focused on blended learning strategies.	Complete 06/12/2023	Doresia Williams	06/12/2023

		Notes:			
	9/21/22	Ensure two teachers participate in the district's blended learning cohort	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:			
	9/21/22	Provide initial training on blending learning		Tiffany Tyler	06/05/2026
		Notes:			

Core Function:	Domain 2: Talent Development				
Effective Practice:	**Practice 2C: Set clear performance expectations**				
C1.03	**The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning.(5154)**	**Implementation Status**	**Assigned To**	**Target Date**	
Initial Assessment:	SGMS is identified as a low-performing and TSI school.	Limited Development 09/21/2022			
How it will look when fully met:	When fully met, all SGMS teachers will meet or exceed growth in EVAAS. Additionally, SGM will be identified as a high-performing school and subgroups performing above grade level.		**Franklin Bowden**	**06/05/2026**	
Actions		**4 of 5 (80%)**			
	9/21/22	Conduct quarterly data meetings	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:			
	9/21/22	Understand how to write a problem-solving statement using MTSS	Complete 06/12/2023	Tiffany Tyler	06/12/2023
		Notes:			
	9/21/22	Collaboration of all teachers in PLCs	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:			
	9/21/22	Meet with district staff on EVAAS training	Complete 06/12/2023	Doresia Williams	06/12/2023
		Notes:			
	6/13/24	All core teachers will use the district curriculum and resources to develop their lessons.		Tiffany Tyler	06/05/2026
		Notes:			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
	A1.05	**ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Through our revised mission and vision statement, staff and students will be intentional with their learning and planning. Our schoolwide intervention time will allow our school to provide research-based personalized instruction to students, thus, allowing teachers to reflect on their instruction and how to adjust their instruction best to maximize student learning.	Full Implementation 09/15/2022		
	KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers meet twice a week in their PLC to develop instructional plans and ensure that lessons are differentiated. Monthly, teachers meet for instructional alignment to ensure effective learning across grade levels. Moreover, teachers meet with district PLCs every quarter to learn strategies that support personalized instruction. There needs to be more participation from Sandy Grove teachers in District PLCs. Documentation and implementation are not done with fidelity. This needs to improve.	Limited Development 08/23/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met, the student's overall CCR and GLP performance will increase by at least 10%, and subgroup targets will also increase. Using classroom assessment data, county benchmark data, and state testing data will prove that the objective has been completed.		**Tiffany Tyler**	**06/05/2026**
Actions			**4 of 5 (80%)**		
	8/23/18	Teachers will keep their minutes for meetings on Google Docs and will submit a lesson planning agenda, to document how we address the needs of all our subgroups.	Complete 06/12/2023	Tiffany Tyler	05/15/2023
	Notes:				

9/26/18	Teachers will participate in district wide training and webinars to support all sub-groups to improve our overall subgroups targets in math.	Complete 06/05/2020	Shanna Parker	06/01/2023
Notes:					
9/18/19	Teachers will group students with SWD appropriately and track progress of their growth.	Complete 05/29/2020	Tiffany Tyler	06/01/2023
Notes:					
10/1/18	Teachers will participate in local and state conferences to better implement evidence based instruction.	Complete 12/10/2019	Tiffany Tyler	06/02/2023
Notes:					
9/21/22	Teachers will meet weekly for PLCs and MTSS meeting to design personalized, intentional instruction for the student addressing any learning barriers and skill deficits.		Tiffany Tyler	06/05/2026
Notes:					
Implementation:			09/03/2024		
Evidence	6/12/2023			
Experience	6/12/2023			
Sustainability	6/12/2023 Teachers must continue participating in professional development sessions that support increasing student growth and achievement.			

	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, SGM is identified as a TSI because of our SWD. We need to ensure EC and EL Teachers are included in the PLCs and decision-making process.	Limited Development 09/21/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		For all of SGMS students to be successful, it is crucial that the group of professionals working in the monitoring phase represent a multidisciplinary viewpoint, can identify the data to be reviewed and timeframe for a monitoring cycle, and can clearly delineate the steps in documenting student progress.To create a positive student learning experience with growth in student achievement, educators have invested time and effort in establishing the processes to identify students at risk for failure and to provide differentiation in their instructional delivery to improve understanding.		Franklin Bowden	06/05/2026
Actions			4 of 5 (80%)		
	9/21/22	Participate in PLCs (EL and ESL Teachers)	Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:				
	9/21/22	Review IEP and EL plans by all teachers and administrators	Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:				
	9/21/22	Conduct classroom walk-throughs	Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:				
	9/21/22	Review and provide feedback to lesson plans	Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:				
	9/21/22	Ensure co-teaching and co-planning are occurring in the classrooms and PLCs		Franklin Bowden	06/05/2026
	Notes:				
Implementation:			06/12/2023		
	Evidence	6/12/2023 Provide strategies for effectively writing and progress monitoring IEP goals.			

				Implementation Status	Assigned To	Target Date
		Experience	6/12/2023 Providing PD to our EC and classroom teachers.			
		Sustainability	6/12/2023 Continue to support various models of co-teaching.			
		D2.07	**Instructional teams determine which blended learning model is appropriate for the school or individual classroom.(5313)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently teachers adapt to the needs of students in both face to face and the hybrid learning format. Teachers are flexible with the model of blending learning they use and there is not one cohesive model seen across teams. However, it is based off of the teacher's discretion.	No Development 04/15/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When this objective is fully met, administrator, district personnel and instructional support will observe common instructional practices with effective blending learning amongst grade levels.	**Objective Met 09/15/22**	**Tondra Dillard-Cobb (2025)**	**06/02/2023**
Actions						
		4/15/21	Each grade level will adapt one blended leaning model to implement and document pros and cons based off of student data.	Complete 06/03/2021	Andrea Cherney	06/02/2023
		Notes:				
Implementation:				09/15/2022		
		Evidence	9/15/2022			
		Experience	9/15/2022			
		Sustainability	9/15/2022			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)	Implementation Status	Assigned To	Target Date
Initial Assessment:	SGM teachers are modeling some lessons but not really assessing student learning. We need to do more scaffolding and modeling for students.	No Development 09/21/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Explicit strategy instruction that includes teacher modeling, scaffolding of the strategy to students through plenty of guided practice, and self-assessment of student learning has been shown to positively impact student learning. Effective strategies include think-aloud, goal setting, and self-checking for learning.		Tiffany Tyler	06/05/2026
Actions		2 of 3 (67%)		
9/21/22	Ensure lesson plans are effective an include modeling and scaffolding	Complete 06/12/2023	Doresia Williams	06/12/2023
Notes:				
9/21/22	Conduct weekly classroom walkthroughs	Complete 06/12/2023	Doresia Williams	06/12/2023
Notes:				
9/21/22	Provide constructive feedback to teachers immediately after walkthroughs		Doresia Williams	06/05/2026
Notes:				
Implementation:		06/12/2023		
Evidence	6/12/2023 Weekly planning notes.			
Experience	6/12/2023 Weekly PLCs and the full implementation of MTSS with fidelity.			
Sustainability	6/12/2023 Continue to plan and meet weekly; thus using the data to drive instruction.			

	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently Sandy Grove Middle School has a hybrid learning format with every student having an electronic device for learning. Teachers use the Canvas platform as the main source of instructing students. In addition, smart boards are utilized in every class to enhance instruction.	Limited Development 12/02/2020		
How it will look when fully met:		When this objective is fully met all teachers would have been effectively trained and utilizing an effective online, hybrid, or blended learning daily in the instruction and support of students.		**Sarah Meadows (2025)**	**06/05/2026**
Actions			1 of 2 (50%)		
	12/2/20	Teachers will engage in a training for best practices in blended learning platform for students.	Complete 06/07/2022	Barbrecia Grant	10/15/2021
	Notes:				
	9/21/22	Staff at Sandy Grove will stay abreast of current trends with technology by participating in professional development sessions that enhance student engagement through the use of 21st-century technologies.		Sarah Meadows	06/05/2026
	Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
A4.05	**ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers should be modeling and documenting positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. The decrease in office referrals should reflect this action step.	Limited Development 07/10/2020		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is fully met the evidence will show in both academic growth and decrease in overall office referrals by 30%.		**LaTanya Reed (2025)**	**06/05/2026**
Actions		**1 of 2 (50%)**		
9/21/22	The Student Support Department will meet regularly with students and use social groups and programs such as Fly Five to help with social-emotional learning and competencies.	Complete 06/12/2023	LaTanya Reed	06/02/2023
Notes:				
12/2/20	Teachers will update and share effective intervention strategies for students.		Tiffany Tyler	06/05/2026
Notes:				
Implementation:		06/12/2023		
Evidence	6/12/2023 Student support will continue to provide services that help students with their social-emotional learning.			
Experience	6/12/2023 Student support will continue to provide services that help students with their social-emotional learning.			
Sustainability	6/12/2023 Student support will continue to provide services that help students with their social-emotional learning.			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers ensure that students are aware of how to meet with the guidance department and school social worker to ensure that their emotional states are maintained and they know what interventions and supports are available. This should be documented in order to assure fidelity and track improvements and deficits in student outcomes.	Limited Development 08/23/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		To continue with implementing student support services, all teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. When this objective is fully met, all students will feel sure and confident that their emotional and mental well being is important to the faculty and staff of Sandy Grove Middle School. Students will feel confident in managing their emotions. All students will feel sure and confident that their emotional and mental well being is maintained. Students will feel confident in managing their emotions.	Objective Met 06/12/23	LaTanya Reed (2025)	05/01/2023
Actions					
	8/23/18	Students support service will provide emotional and social support groups and sessions to all subgroup of students throughout the school year.	Complete 03/12/2021	Tiffany Tyler	06/02/2023
	Notes:				
	9/26/18	Include our MTSS strategies to support the whole child initiative, while lessening any barriers to learning for all sub-groups.	Complete 05/29/2020	Tiffany Tyler	06/02/2023
	Notes:				
	10/1/18	Teachers will receive training on social-emotional learning (SEL).	Complete 12/16/2019	LaTanya Reed	06/02/2023
	Notes:				
	9/21/22	Our Student Support Department will complete a series of professional development sessions to help them better serve our students and their needs.	Complete 06/12/2023	Tara Hollingsworth-Pruitt	06/02/2023
	Notes:				
Implementation:			06/12/2023		

Evidence		6/12/2023 Student support notes and spreadsheets.				
Experience		6/12/2023 The Student Support Services will work with students in groups and individually to help connect learning and achievement.				
Sustainability		6/12/2023 Weekly PLcs and intervention time at 8:30 am daily.				
		E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, we communicate with our families through our school's webpage, social media, and School Blackboard.	Limited Development 09/21/2022		
How it will look when fully met:			Effective school communication must be an intentional process to connect with and build strong relationships with families and other community stakeholders. School communication tools include newsletters, websites, and social media; these tools should offer concise and organized information that is targeted to various stakeholders within the school and community, and that allows an opportunity for a two-way conversation. Comprehensive school communication plans require a school to carefully reflect on messages and audiences to target, and can help schools effectively "get the word out" about upcoming initiatives or changes, and acquire valuable stakeholder feedback		Tiffany Tyler	06/05/2026
Actions				**2 of 4 (50%)**		
	9/21/22	Send home information to families in their language they can understand		Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:					
	9/21/22	Conduct parent-teacher conferences face-to-face or virtually based on the convenience of the parent		Complete 06/12/2023	Doresia Williams	06/12/2023
	Notes:					
	9/21/22	Conduct quarterly intentional curriculum parent sessions on how to improve your child's performance			Andrea Cherney	06/05/2026
	Notes:					

	9/21/22	Continue to send weekly messages to our families			Franklin Bowden	06/05/2026
	Notes:					

<table>
<tr><td colspan="2" style="background:navy;color:gold">Core Function:</td><td colspan="5">Domain 4: Culture Shift</td></tr>
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Core Function:	Domain 4: Culture Shift					
Effective Practice:	**Practice 4B: Solicit and act upon stakeholder input**					
	E2.01	**Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Currently SGMS has one active parent on the school improvement team. This parent is vocal and participates in decision making processes, but not consistently.		Limited Development 04/15/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When this objective is fully met it will be evidence of parent and community advisement involvement in surveys, SIT meetings and school events.		**Objective Met 06/13/22**	**Tiffany Tyler**	**05/18/2022**
Actions						
	6/9/21	Recruit active parents for the School Improvement team who will represent and also engage with other SGMS families.		Complete 06/07/2022	Daniela Jacobs-Daniels	10/01/2021
	Notes:					
Implementation:				06/13/2022		
Evidence		6/13/2022 Monthly meetings				
Experience		6/13/2022 Team met monthly to plan and revise action steps				
Sustainability		6/13/2022 The team will continue to meet monthly and encourage parents to participate.				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
	E1.01	**ALL teachers maintain a file of communication with parents/guardians.(5177)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Currently teachers are required to maintain an accurate parent communication log on file. Various forms of communication methods are used.	Limited Development 12/02/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		SGMS will have evidence of effective communication with parents as indicated in parent feedback surveys and documentation.	**Objective Met 06/13/22**	**Tiffany Tyler**	**05/18/2022**
Actions					
	12/2/20	Teacher teams will update parent communication logs and submit to administration once a semester for review and feedback.	Complete 06/07/2022	Daniela Jacobs-Daniels	10/10/2021
Notes:					
Implementation:			06/13/2022		
Evidence		6/13/2022 Communication logs submitted monthly			
Experience		6/13/2022 Teachers submitted communication logs in a shared drive.			
Sustainability		6/13/2022 Staff will continue to log parent communication and build positive relationships.			

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Messages are sent out weekly to parents sharing recent news and upcoming events. The messages are shared through social media, the school's website, and the electronic messaging system.	Limited Development 09/13/2022		
How it will look when fully met:		Messages are sent out weekly to parents sharing recent news and upcoming events. The messages are shared through social media, the school's website, and the electronic messaging system. We hope that at least 60% of our families receive messages, staying abreast of what is happening at school.		Sarah Meadows (2025)	06/05/2026
Actions			1 of 2 (50%)		
	9/13/22	Sixty percent of our families will receive the school's weekly message(s) and use this to stay abreast of what is going on at their child's school.	Complete 06/12/2023	Sarah Meadows	06/12/2023
	Notes:				
	6/13/24	The school will host 3 curriculum nights per year, to ensure parents understand the expectations of the curriculum.		Tiffany Tyler	06/05/2026
	Notes:				