

## Comprehensive Progress Report

**Mission:** East Hoke Middle School's mission is to provide a safe environment where all students can thrive academically and socially, as they become ready to function in the real world.

**Vision:** The vision of East Hoke Middle School is to provide an effective, differentiated learning environment where the achievement gap is bridged and all children are empowered academically, socially, and college and career ready.

**Goals:**

PRIORITY 1: By 2027 East Hoke Middle School students will increase composite reading achievement to 60%. Goal 1: Ensure that all ELA teacher are trained through the Science of Reading. Goal 2: Weekly PLC meetings will be sacred time and will focus on collaborative planning, exemplars, and know/who charts. Goal 3: ELA teachers will have common assessment to determine the reteaching lessons necessary to meet the needs of students.

PRIORITY 2: 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 students at East Hoke Middle School will receive and respond to focused and appropriate behavioral instruction and interventions using the MTSS framework as measured by fully implementing infinite campus features (contact log, classroom management, behavioral management). Goal 2: 100% of teachers at EHMS will implement and strengthen comprehensive approaches to school safety that enhance the teaching and learning environment as measured by our FAM-S

PRIORITY 3: By 2027, East Hoke Middle School will increase composite Math achievement to 60%. Goal 1: Ensure that all math teacher receive one-on-one and face2face coaching both individually and as a grade level. Goal 2: Weekly PLC meetings will be sacred time and will focus on collaborative planning, exemplars, and know/who charts. Goal 3: math teachers will have common assessment to determine the reteaching lessons necessary to meet the needs of students.

PRIORITY 4: By 2027, East Hoke Middle School will increase to 80% proficiency on the 8th Grade Science EOG. Goal 1: Ensure that all science teacher are using the new standards and designing lessons that are highly engaging and interactive. Goal 2: Weekly PLC meetings will be sacred time and will focus on collaborative planning, exemplars, and know/who charts.



! = 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
Initial Assessment:			Leadership team will schedule bi-monthly meetings to address and review implementation of practices. Leadership team will utilize the school and district calendar to ensure there are no conflicts with the scheduled meeting dates. Team will regularly meet with fidelity providing documentation of meeting attendance, concerns, and results.	Limited Development 04/20/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Leadership team will attend and participate in monthly meetings to address and review implementation of practices. During leadership meetings the team will address concerns, successes, and solutions to address concerns. Team will regularly meet with fidelity providing documentation of meeting attendance, concerns, and results.		Katrenna Rich (Elected 2025)	12/15/2026
Actions				4 of 5 (80%)		
	9/15/16	School Leadership Team will upload documents and files to the Indistar website for evidence.		Complete 03/11/2017	Tonja McGill	09/12/2016
Notes:			The team will ensure that meeting agenda and minutes are updated at the conclusion of each meeting. The team will upload required files and documents to indicate alignment with the objectives, tasks and plan.  12/12/2016 The team reviewed and monitored the plan updating tasks for completion. The meeting minutes were input to indicate team meeting and discussion related to the plan.  2/3/2017 Documents and files from meetings are uploaded to the website as evidence of regular, ongoing meeting sessions.  3/11/2017 The leadership team chair continues to upload evidence of completion, meeting minutes and required documents to indistar regularly.			

9/15/16	The school leadership team will create and monitor school improvement plan. The school leadership team implements continuous improvement processes that provides clear direction for improving conditions that support student learning.	Complete 03/11/2017	Tonja McGill and Denise Young	09/12/2016
<p><i>Notes:</i> After meeting bi-monthly changes to the plan will be implemented as necessary.</p> <p>We continue to meet bi-monthly and make changes to the plan as necessary. In October we only met one time due to inclement weather that put us out of school for a week.</p> <p>12/12/2016 The leadership team meets regularly to monitor the school improvement plan. The team discussed processes to ensure continual growth and success for all students. The team will continue to meet to review, monitor and update the plan throughout the school year.</p> <p>2/3/2017 Leadership team reviews and monitors school improvement plan to ensure alignment and completion of goals. The team continues to ensure we are moving students academically as indicated in the plan. The team will continue to meet regularly to update the plan during the school year.</p> <p>3/11/2017 The school leadership team meets bi-monthly to monitor, assess and update the school improvement plan. During monitoring objectives are reviewed and updated to ensure we are meeting the needs of every student, students are progressing academically, and growth is evident per assessment data. The team meet on 2/18 to monitor and assess the plan objectives.</p>				
9/21/18	The school leadership team will assess, create and monitor the School Improvement Plan utilizing the school's data from the 2017-2018 school year. The school leadership team implements continuous improvement processes aligned with Hoke County School's 2016-2021 Strategic Plan providing clear direction for improving conditions to ensure support for student learning among all subgroups.	Complete 05/31/2020	School's Leadership Team	05/31/2019

*Notes:* 8/24/2018 The school leadership team met to assess the current indicators for the current school year. Strategies and actions were put in place to ensure alignment with the district's strategic plan.

9/11/2018 The school leadership team met to review the current indicators, discuss areas of concern in Reading and Mathematics for identified subgroups, and plan strategies for bridging the learning gaps to meet the academic needs of all students.

9/21/18 The team will ensure that meeting agenda and minutes are updated at the conclusion of each meeting. The team will upload required files and documents to indicate alignment with the indicators, actions and plan. School Leadership Team will upload documents and files to the Indistar website for evidence.

Complete 05/31/2020

Tonja McGill

05/31/2019

*Notes:* 8/24/2018 The school leadership team met to assess the current indicators for the current school year. Strategies and actions were put in place to ensure alignment with the district's strategic plan. Meeting minutes were completed and evidences were uploaded.

9/11/2018 The school leadership team met to review the current indicators, discuss areas of concern in Reading and Mathematics for identified subgroups, and plan strategies for bridging the learning gaps to meet the academic needs of all students. Meeting minutes were completed as evidence of the meeting.

9/24/25 The school leadership team will meet monthly with fidelity and keep a focus on student achievement and school culture.

Nigel Scott

05/31/2026

*Notes:* 9.29.25 SIT met to review the SIP presentation, released data, SIP goal and update indicators.

**Implementation:**

09/21/2018

**Evidence**

5/23/2017  
The leadership team has met either bi-monthly or monthly (dependent on school team circumstances) and all minutes have been updated via the agenda tab on the navigation toolbar.

**Experience**

5/23/2017  
The team has had ongoing meeting via face-to-face sessions or through google hangout. The team has addressed tasked and modified the plan, as needed, to meet the overall needs of the school.

**Sustainability**

5/23/2017  
The team will continue to meet bi-monthly to ensure sustainability of the plan and to ensure that objectives are met and fully implemented during the 2017-2018 school year.

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Grade levels have common planning with a specific plan for each day.</p> <p>Monday - Individual Planning: Prep and Data Gathering on your own MTSS</p> <p>Tuesday - Content Planning in PLC Room 130 (minutes required). CHOOSE RECORDER</p> <p>Wednesday - IEP/AIG &amp; Parent/Teacher Conferences with Monthly Logs to Mr. Kingsmill</p> <p>Thursday - Team MTSS meeting - Student Identification (minutes required) Share immediate concerns with administrators. CHOOSE RECORDER to document on MTSS document</p> <p>Friday - Individual Planning (parent phone calls)</p> <p><b>Special Planning</b></p> <p>Weekly data/planning meetings for all grade levels lead by administrator and supported by district instructional coaches.</p> <p>Tuesday - 6th grade - Kingsmill</p> <p>Wednesday - 7th grade - Rich</p> <p>Thursday - 8th grade - McGill</p>	Full Implementation 09/24/2025		

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
		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 currently observe classrooms and make suggestions about ways to improve engagement.	Limited Development 03/02/2022		
			Priority Score: 2      Opportunity Score: 3      Index Score: 6			
How it will look when fully met:			<p>Teams would create a schedule where teachers sit in on other classes and leave feedback. It could be helpful for teachers in different subject areas to sit in and give suggestions based on what is/isn't working in their classroom</p> <p>Mentors receive schedules for visiting their mentees and are provided coverage to ensure they are able to do so.</p> <p>BTs are assigned classes to observe to get different perspectives of what successful hybrid teaching should look like</p> <p>Teachers are provided a framework to share the positive things they are seeing in other classrooms when they observe</p>	Objective Met 09/24/25	Ayesha McIntyre	01/31/2024
Actions						
	3/2/22	Assign BTs to sit in on classes to get different perspectives on what successful hybrid teaching should look like		Complete 09/12/2023	Antonio Covington	09/12/2023
Notes:						
Implementation:				09/24/2025		
Evidence			9/24/2025 this objective was not closed out			
Experience			9/24/2024 This was during COVID			
Sustainability			9/24/2024 old goal under previous administration			

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>				
<b>Effective Practice:</b>			<b>Practice 2B: Target professional learning opportunities</b>				
		<b>A3.03</b>	<b>The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			East Hoke Middle School's administration team completes observations and provides feedback on both areas of need and successes through a variety of avenues.	Limited Development 12/13/2021			
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9				
<i>How it will look when fully met:</i>			Once this objective has reached full implementation there will be a natural process observation and feedback cycles that aim to improve conditions school-wide based on what is observed and what goals are set.	<b>Objective Met 09/26/22</b>	<b>Katrenna Rich (Elected 2025)</b>	<b>09/26/2022</b>	
<b>Actions</b>							
	12/13/21		Walkthroughs are performed by district support and building instructional support; coaching is provided as a result of the feedback	Complete 06/10/2022	Elisabeth (Joy) Meekins	06/10/2022	
<i>Notes:</i>							
	12/13/21		Observation schedule is established and followed by administration	Complete 09/01/2021	Antonio Covington	09/01/2022	
<i>Notes:</i>							
	12/13/21		Administration team arranges for instructional facilitator observations for feedback	Complete 09/26/2022	Antonio Covington	09/26/2022	
<i>Notes:</i> Instructional Facilitators observed various classrooms at least once during the 2021-2022 school year. Feedback was provided to teachers regarding technology integration, classroom management, and instructional practices.							
<b>Implementation:</b>				09/26/2022			
<i>Evidence</i>			9/26/2022				
<i>Experience</i>			9/26/2022				

<i>Sustainability</i>	9/26/2022			
<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>			



		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			10/11/21 Due to the need for adjustments in curriculum and the inclusion of the word “all” in the priority at this point we are at Limited Development or Implementation	Limited Development 10/11/2021		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
<i>How it will look when fully met:</i>			100% of teachers will assess students knowledge of the content and student's progress frequently using a variety of assessment tools to inform their instruction. The leadership team will utilize data meeting minutes, benchmark assessment, and EOG scores as evidence. MTSS Processes are fully effective. We are using our PLC time to develop plans and common assessments. We are also using standardized testing, classwork such as quizzes, bellringers and exit tickets to collect data, analyze and implement instruction for our students. Understanding that all low standards should be remediated and retaught, and all standards that are proficient and above proficiency should continually be taught and enriched.	<b>Objective Met 09/19/22</b>	<b>Bryan Kingsmill (Elected 2025)</b>	<b>02/28/2024</b>
<i>Actions</i>						
	12/13/21		Common assessments are analyzed in PLC meetings	Complete 02/28/2022	Elisabeth (Joy) Meekins	06/10/2022

Notes: Teachers assess common assessments during PLC meetings as necessarily created based on the instructional cycle and pacing.

Implementation:				09/19/2022		
Evidence			3/2/2022 PLC Minutes: <a href="https://docs.google.com/document/d/1cB_1xDA3O1CBUsO8uWTVBkjJH4eNRiOXjY5hoPgHAK/edit?usp=sharing">https://docs.google.com/document/d/1cB_1xDA3O1CBUsO8uWTVBkjJH4eNRiOXjY5hoPgHAK/edit?usp=sharing</a>  <a href="https://docs.google.com/document/d/1fq1RSpEN05gGS9_jzL9IA37K4kALotqjGUrs0Ay2eig/edit?usp=sharing">https://docs.google.com/document/d/1fq1RSpEN05gGS9_jzL9IA37K4kALotqjGUrs0Ay2eig/edit?usp=sharing</a>  <a href="https://docs.google.com/document/d/12vcBKUSKBxmt0AhRydSLnXukka-JrH42VfaBoft-VR8/edit?usp=sharing">https://docs.google.com/document/d/12vcBKUSKBxmt0AhRydSLnXukka-JrH42VfaBoft-VR8/edit?usp=sharing</a>  General folder: <a href="https://drive.google.com/drive/folders/1IEmlxm9hx_4_HKimY0-fiZkNs-tJyFoq?usp=sharing">https://drive.google.com/drive/folders/1IEmlxm9hx_4_HKimY0-fiZkNs-tJyFoq?usp=sharing</a>			
Experience			3/2/2022 Teachers have been provided training about MTSS processes and encouraged to use Common Assessments in the classroom. Common assessments that have been created area analyzed within the Tuesday weekly MTSS PLC.			
Sustainability			3/2/2022 Teachers need twice yearly PD to remind them of the MTSS processes and methods of effectively analyzing Common Assessments.			
	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:			Currently, the school has a system for a tiered instructional system, but we are not certain about the "evidence-based" instruction aligned to individual needs of students across all tiers.  ELA is implementing the Science of Reading curriculum  Math 6 & 7 Amplify (Desmos) curriculum  Math 1 is using Coherent Math  We need a system to effectively monitor fully implementation	Limited Development 09/24/2025		
How it will look			The team will read the Wise Ways for this indicator as well as the MTSS		Nigel Scott (Elected)	11/25/2025

<b>when fully met:</b>			blueprint to form a plan to help teachers create a tiered systems for academics to meet the needs of students.		2025)	
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/24/25			Complete reading and at the next SIT meeting bring individual plans to create a team plan.		Nigel Scott (Elected 2025)	05/31/2026
<i>Notes:</i> 9.29.25: Team members will review the Wise Ways document and create a plan to be shared at the next SIT meeting. All team members were made aware of how to access Wise Ways.						
		<b>A4.02</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Special education team meets weekly to discuss student progress, and modes of serving students as well as compliance with deadlines and documentation. EC teachers also meet unofficially on a regular basis as they collaborate about student progress.	Limited Development 12/13/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<b>How it will look when fully met:</b>			When A4.02 is fully implemented, EC teachers will have a common time block that allows them to collaborate about all of the students in their tutelage, thereby providing the opportunity to discuss formative assessments and behavior interventions more regularly. These teachers will be able to meet during the school day to analyze specific behavior, attendance and academic data for students with disabilities and will use the data to craft specific research based interventions as well as track those interventions to determine those that are effective on a routine basis. Minutes will be taken for each meeting and will provide evidence for student growth as well as areas of need. The EC department will meet regularly and be able to share effective strategies among the team of self- contained, and inclusion teachers as well as report to whole staff methods of effective practice.	<b>Objective Met 03/04/22</b>	<b>Deborah Blue</b>	<b>03/10/2023</b>

<b>Actions</b>				
12/13/21	EC meetings are scheduled and minutes are updated	Complete 12/15/2021	Raekwon Butler	01/10/2022
<i>Notes:</i>				
12/13/21	EC instructor teams have an arranged time to meet to discuss data	Complete 12/15/2021	Raekwon Butler	01/10/2022
<i>Notes:</i>				
<b>Implementation:</b>		03/04/2022		
<b>Evidence</b>	12/23/2021 Meeting minutes uploaded into the EC PLC team's folder			
<b>Experience</b>	12/23/2021 There is an EC department chair who organizes the meetings regularly.			
<b>Sustainability</b>	12/23/2021 Meetings will need to be monitored and PLC minutes will need to be reviewed by administration to ensure meetings continue			

		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The East Hoke Team has has an ongoing process for referring students for SPed services. With changes in MTSS processes and IIP requirements, however, the team has had to rethink the procedures that have been in session.	Limited Development 02/08/2022		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			When this is fully met we will have fully implemented the SAT Process and ensured we are using the screening procedures put in place. Before a student is referred, teachers will have already collected sufficient evidence to justify the referral.  We will clearly identify who is responsible for each part of the process.  Train all teachers in the process to confirm that it is systemic throughout the building.  Mrs. Mtunda/Ms. Peterson will inform the staff of the updated SAT process packet.	Objective Met 09/18/23	Nigel Scott	08/25/2023
Actions						
	2/16/22	SAT packet checklist created and shared to teacher		Complete 01/23/2023	Yvette Peterson	12/05/2022
		Notes: Ms. Mtunda and Ms. Peterson will meet with Jettie Patterson, EC Coordinator and Ms. Maxwell, Social Worker to create a flow chart for SAT process.  1/3/2023 SIT representative created a new SAT process, and checklist. The staff gained clarity of the full process. This was during the January 2023 staff meeting.				
	2/16/22	Step 1- Teacher documents in ECATS - using MTSS data and conversations		Complete 08/30/2023	Antonio Covington	08/30/2023
		Notes: Administration will schedule an ECATS training for staff to address MTSS documentation.				

<b>Implementation:</b>			09/18/2023		
<i>Evidence</i>			9/18/2023		
<i>Experience</i>			9/18/2023		
<i>Sustainability</i>			9/18/2023		
		<b>A4.17</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			TBD 2.17.22	Limited Development 02/08/2022	
			Priority Score: 3      Opportunity Score: 3      Index Score: 9		
<b>How it will look when fully met:</b>			When the objective is fully met there will be more students showing growth and more teachers providing targeted interventions with fidelity. For the behavior portion of implementation we would see less students with repeat referrals for the same behaviors.	<b>Objective Met 09/23/23</b>	<b>Bionca Ray 10/23/2023</b>
<b>Actions</b>					
	2/16/22	School teams review data	Complete 06/10/2022	Tonja McGill	03/23/2022
<i>Notes:</i>					
	2/16/22	Benchmarks are administered throughout the year	Complete 06/10/2022	Elisabeth (Joy) Meekins	04/01/2022
<i>Notes:</i>					
	2/16/22	Student behavior data is pulled and analyzed to determine students requiring additional behavior interventions.	Complete 08/25/2023	Joshua Williams	08/06/2023

*Notes:* Mr. Williams will run the reports and have a conversation with the Behavior Support Team. The behavior support team will assign kids to restorative circle.

4/30/2023

The student discipline data is review with all staff monthly. We will discuss in a future meeting our new tier for behavior.

<b>Implementation:</b>		09/23/2023		
<b>Evidence</b>	9/23/2023			
<b>Experience</b>	9/23/2023			
<b>Sustainability</b>	9/23/2023			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers attend professional development that addresses instructional practices. Teachers participate in monthly vertical alignment meetings. Schoolwide MTSS implementation focused on core needs. Teacher curriculum and pacing guides shared in common drive. Instructional walkthroughs conducted to support standards aligned instrution.	Limited Development 11/29/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All content teams will submit completed MTSS documentation. Teams will meet consistently. Success in this area will be reflected in increased studnet mastery in all content areas.	Objective Met 03/27/23	Bryan Kingsmill (Elected 2025)	05/30/2023
Actions						
11/29/22			Professional development on MTSS implementation.	Complete 02/27/2023	Joshua Williams	03/15/2023
Notes: 3/27/2023 Please review the note and minutes from the March MTSS meeting.						
2/27/2023 The staff received training on TIPS, data decision rules, and the progression of a effective MTSS meeting and cycling the students through the process.						
Implementation:				03/27/2023		
Evidence			3/27/2023 3/27/2023-The walkthrough documentation will be collecting, and uploaded into NCStar.			
Experience			3/27/2023 Teachers were engaged in a staff lead PD from Ms. Sanatmour and Ms. Snyder on Data decision rules and TIPS process.			
Sustainability			3/27/2023 - Quality walk-throughs will be conducted by administration and student support services to assure accountability.			



		A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guidance counselor and data manager have a process in place to register students and keep students informed of the registration process. The district has begun the process of implementing "Major Clarity" a digital platform guiding students. CTE courses are being offered for students and have been for many years. Every teacher has access to Major Clarity. Teachers can have students utilize in Major Clarity during down time. Major Clarity is being utilized in Social Studies classes to ensure all students are accessing the program.	Limited Development 12/13/2021		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			Once the objective is fully met all teachers will be using Major Clarity in all grade levels to get all students college and career ready. This will require all staff to be trained on Major Clarity and what it means to implement the program in all content areas.	Objective Met 10/23/23	Kenisha Jones (Elected 2025)	12/21/2023
Actions						
12/13/21		Training for Major Clarity - Admin and guidance		Complete 11/17/2021	Kenisha Jones	11/17/2021
Notes:		Training was provided by the District CTE department				
12/13/21		Training for MajorClarity Electives and 8th grade teachers		Complete 11/18/2021	Kenisha Jones	11/18/2021
Notes:		Training was provided by the District CTE department				
12/13/21		Reinforcement of MajorClarity best practices through Eagle CAMPS or Social Studies. We will have a conversation with the Social Studies department and Student Support Services.		Complete 10/23/2023	Kenisha Jones	10/06/2023
		We will receive training from the Major Clarity team which includes Ms. Jones/Mrs. Hubbard during the mandatory workday.				
Notes:		We expect a report out of how this will work by the December meeting.				
		2/27/2027 After the full staff introduction, it was decided that we will disseminate the information to the students through the Social Studies courses. We will also preview, the Portrait of a graduate competencies.				
Implementation:				10/23/2023		

<i>Evidence</i>			10/23/2023			
<i>Experience</i>			10/23/2023			
<i>Sustainability</i>			10/23/2023			
		<b>A2.25</b>	<b>The teacher builds students’ ability to use a variety of learning tools. (5339)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers who are have full implementation of this indicator regularly integrate the following into their instruction and assignments:  Integration of writing frequently Collaborative assignments Canvas Edpuzzle Utilization of google suite Flipgrid Record audio Small group (stations) iReady Socratic seminars Khan Academy Delta Math Gimkit Eagle CAMPS (intervention time)	Limited Development 12/13/2021		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	Once the objective is fully met the school should see a steady increase in NC Check In data, as well as increased student motivation, attendance, and decline in classroom behavior issues.		<b>Objective Met 06/13/22</b>	<b>Bionca Ray</b>	<b>06/10/2022</b>
<b>Actions</b>					
12/13/21	After school clubs		Complete 06/10/2022	Antonio Covington	06/10/2022
<i>Notes:</i>					
12/13/21	Integration of Eagle CAMSPS "Future Ready Friday"		Complete 09/01/2021	Elizabeth Santamour	09/01/2022
<i>Notes:</i> Students participate in Future Ready Fridays each week which teaches learning skills and academic behaviors					
<b>Implementation:</b>			06/13/2022		
<b>Evidence</b>	6/13/2022				
<b>Experience</b>	6/13/2022				
<b>Sustainability</b>	6/13/2022				

		A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"><li>-Motivational Monday on CAMPS</li><li>-Class discussions on the “why” of the lesson answering the question “Why is this important?”</li><li>-Student created SMART Goals</li><li>-Report card counseling.</li><li>-Teacher-student conferences to boost students' self confidence.</li><li>-Principle Lunch for A-B Honor Roll.</li><li>-Check-in Growth Socials</li></ul>	Limited Development 12/13/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			Once this objective is fully met students will understand the importance of their education. Students will be more engaged in the classroom, will be actively participating in the majority of assignments and have personal SMART goals they plan to reach. We will know students are motivated to learn as we see an increase in assignments submitted and standardized test scores growing as a result.	Objective Met 06/13/22	Martina Snyder	06/10/2022
Actions						
12/13/21		Motivational Monday on CAMPS		Complete 06/10/2022	Elizabeth Santamour	06/10/2022
Notes:						
12/13/21		Student created SMART Goals		Complete 06/10/2022	Lorena Dubreuil	06/10/2022
Notes:						
12/13/21		Principle Lunch for A-B Honor Roll		Complete 06/10/2022	Antonio Covington	06/10/2022
Notes:						

<b>Implementation:</b>			06/13/2022		
<i>Evidence</i>			6/13/2022		
<i>Experience</i>			6/13/2022		
<i>Sustainability</i>			6/13/2022		
		<b>D2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			All students have district issued chromebooks for use within all classes while at school. Teachers incorporate the use of the chromebook for SAMR, TPACK, and blended learning strategies. Teachers are moving toward having students modify and redefine lesson activities, rather than substituting from paper/pencil and augmenting lessons.	Limited Development 10/01/2018	
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6		
<b>How it will look when fully met:</b>			Professional development will be provided so that all staff will be able to teach 21st century skills and embed digital learning into all lessons. Technology will be used to support classroom instruction. Technology will be utilized to differentiate instruction.	<b>Objective Met 09/24/25</b>	<b>Bryan Kingsmill (Elected 2025)</b>
<b>Actions</b>					
	10/1/18	Teachers will integrate the blended learning activities within their lesson plans to engage students in technological activities.	Complete 06/10/2019	Michelle Creammer	06/30/2019
<i>Notes:</i> 1/14/2019 Teachers have implemented blended learning activities in their lesson plans. Some blended activities that have been used with their approach are individual stations; station rotations; lab rotations; one-on-one electronic devices; and project based blended learning.  5/6/2019 Instructional teams collaborated to plan blended learning activities. Teachers worked to provided students with blended learning activities in all content areas. Teachers utilized station rotations with on and off-line activities and resources.					
	10/1/18	Teachers will participate in professional development focused on blended learning at the district and/or school level.	Complete 06/10/2019	Michelle Creammer	06/30/2019

*Notes:* 1/14/2019 Teachers did participate in a professional development that focused on blending learning. A module has to be completed by a deadline and will be discussed in next PLCs. Plus, there will be more professional developments offered on blended learning at the school level. The principal will provide further details with that information.

5/6/2019 Teachers participated in school-level professional development provided by the DTIFs during workdays and grade-level planning. Teachers utilized information gained through professional development to provide blended learning activities for classes.

2/4/20 Teachers will participate in professional development focused on blended learning at the district and/or school level.

Complete 05/31/2022

Elisabeth (Joy) Meekins

10/29/2021

*Notes:* 03/27/2020 Due to the COVID-19 which resulted in the closing of schools within the state, Instructional teams participated in professional development aligned to online learning. Teachers participated in professional development for utilization of Zoom and Screencastify as an online learning platform. Teachers participated in a professional development session for google classroom and offline access for instruction during the school closing time period.

09/25/2020 EHMS has developed a Professional Development calendar for professional development offerings aligned with the school's improvement plan and needs of the instructional teams. Professional development has been offered for all staff in the areas of Canvas, NCEES and understanding the teaching standards, integrated vocabulary, teaching and reading comprehension, and discipline protocols. All instructional teams were required to complete the district level COVID-19 training prior to school beginning. Teams will continue to attend and participate in school-wide professional development aligned with the school's plan and MTSS.

11/13/2020 Instructional teams have participated in weekly professional development session aligned with the schools professional development plan. Professional development sessions included CANVAS (Engaging all students utilizing modules, pages and lesson sequences; Flipped classroom focusing on differentiation), Integrated Vocabulary (30-30-30, Teaching reading comprehension, and standards alignment), and Classroom Management (De-escalation and alternatives to suspension). Professional development will continue to be provided at least twice per month with the focus being technology integration and curriculum alignment.

2/4/20	Content and elective teachers will participate in professional development focused on blended learning at the district and/or school level.	Complete 05/22/2022	Antonio Covington	10/29/2021
<p><i>Notes:</i> 03/27/2020 Due to the COVID-19 which resulted in the closing of schools within the state, Instructional teams participated in professional development aligned to online learning. Teachers participated in professional development for utilization of Zoom and Screencastify as an online learning platform. Teachers participated in a professional development session for google classroom and offline access for instruction during the school closing time period.</p> <p>9/25/2020 All instructional teams were required to complete the district level Canvas training as the district transitioned from Google Classroom to Canvas for the 2020-2021 school year. The training focused on setting up the classroom announcements, course syllabus, assignments, creating modules, class discussions, quizzes/assessments, and grading. The training required a three-hour pre-requisite to be completed prior to enrollment into the eight-hour course. On September 3, 2020 all instructional teams attended and participated in an online Canvas 101 training: Making assignments and modules for collaboration with students via Zoom. The training was facilitated by a member of the district's Digital Teaching and Learning team (DTIF). Teams will continue to attend and participate in school-wide professional development aligned with blended learning.</p> <p>11/13/2020 Instructional and elective team teachers continue to participate in professional development opportunities aligned with blended learning and technology integration. Teams participated in professional development on October 16, 2020 related to Engaging all students in the technological age. The professional development session focused on utilizing technology to help online students and flipped classroom with differentiation. October 23, 2020 teachers attended a professional development session entitled "Google Classroom vs Canvas". The professional development focused on creating modules and pages within the Canvas platform. Teachers learned to sequence lessons within their modules to ensure student objectives and lesson standards are met during instruction. Teachers will continue to receive professional development aligned to blended learning and online learning throughout the school year.</p>				
<b>Implementation:</b>		09/24/2025		
<b>Evidence</b>	9/24/2025 previous administration and not closed out			

<b>Experience</b>			9/24/2025 previous administration and not closed out			
<b>Sustainability</b>			9/24/2025 previous administration and not closed out			
		<b>D2.09</b>	<b>All students receive adequate, up-to-date equitable access to technology. (6828)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>All students have Chromebooks or access to a digital device to access content.</p> <p>District updates and improves servers and technology to ensure students have the best opportunities possible.</p>	Full Implementation 03/02/2022		

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3C: Remove barriers and provide opportunities</b>			
		<b>A4.10</b>	<b>The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>The EHMS team of faculty and staff provides after school clubs and tutoring Tuesday and Thursdays from 4-5:30pm</p> <p>The team also began Saturday school Saturday February 5 under the leadership of Tonja McGill in order to intervene for around 250 "bubble" students</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• <a href="#">EHMS Saturday Academy 2022 General Information</a></li> <li>• <a href="#">Other information</a></li> <li>• <a href="#">Clubs and tutoring evidence 1</a></li> <li>• <a href="#">Clubs evidence 2</a></li> </ul>	Full Implementation 02/08/2022		



	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
<b>Initial Assessment:</b>			East Hoke Middle School currently holds grade level registrations at the end of each school year. We also have a 6th grade transition during the summer which prepares students for entering 6th grade. We have an 8th grade registration event which provides students with pertinent information regarding transitioning to the high school. The event allows students to learn about the various opportunities that are available for their ninth grade year, to include applying for admission to the Early College Program. Prior to the end of the school year, 8th grade students are provided an opportunity to visit the high school for a tour of the campus and to learn about the various programs they may enroll in during their high school career.	Limited Development 09/06/2017		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
<b>How it will look when fully met:</b>			East Hoke Middle School will conduct an Open House to provide opportunities for students to receive their schedule for the school year and meet with the assigned teachers. We will provide ongoing tours for students and parents incoming to East Hoke Middle School. Transition opportunities will be provided for incoming 6th grade students and outgoing 8th grade students as part of the transitioning to and from middle school process. Registration events will be held yearly for students moving from grade to grade or level to level to ensure successful transition within middle school. EHMS will provide opportunities to meet the developmental needs of all students to include procedural and academic transitions.	<b>Objective Met 09/24/25</b>	<b>Bryan Kingsmill (Elected 2025)</b>	<b>05/31/2019</b>
<b>Actions</b>						
	9/6/17	EHMS will conduct an Open House for students to receive their schedule and meet their teachers.		Complete 08/23/2017	Michelle Creammer	08/25/2017
<i>Notes:</i>						
	9/6/17	EHMS will provide students with registration information for the upcoming school year. Rising 7th and 8th grade students will select their elective classes. Students will be assigned an elective class according to their selected classes, and dependent upon the number of students enrolled in each class.		Complete 04/30/2018	Michelle Creammer	04/30/2018

*Notes:* 2/21/2018 A parent night was held for parents/students. Information was provided regarding registering for high school. Parents received packets with all registration information. Information sessions were held to answer all questions parents may have. Presentations included academics, athletics, organizations, and career choices students have at the high school level.

6/7/2018 Rising 7th and 8th grade students were provided registration packets for the 2018-2019 school year. The school counselor and data manager met with each homeroom class to explain elective class options for the upcoming school year. Students were provided opportunities to select their choice of elective classes to prevent schedule changes during the 2018-2019 open house. Packets were provided in April 2018 to all currently enrolled 6th and 7th grade students.

9/6/17 EHMS will provide tours for new students and parents incoming to East Hoke. Tours will be provided by the School Leadership Team to enhance parent involvement and increase school/parent communications.

Complete 05/25/2018

Michelle Creammer

05/25/2018

*Notes:* 6/7/2018 During the 2017-2018 school year all incoming new students were provided tours of the school. Students received information about classes, and policies/procedures to ensure their success. Administration met with families of new students to discuss expectations, communication and answered any questions regarding content areas. Students were provided a class buddy to assist with navigating through their first week after enrollment.

9/21/18 EHMS will conduct an Open House for students to receive their schedule and meet their teachers.

Complete 05/31/2019

Michelle Creammer

05/31/2019

*Notes:* 8/24/2018 East Hoke held it's Open House on 8/22 for students and parents to pick up schedules for the 2018-2019 school year, meet the teachers/instructional teams, enroll for the Parent Portal, receive bus information, and request changes for students schedules.

9/21/18 EHMS will provide students with registration information for the upcoming school year. Rising 7th and 8th grade students will select their elective classes. Students will be assigned an elective class according to their selected classes, and dependent upon the number of students enrolled in each class.

Complete 05/31/2019

Michelle Creammer

05/31/2019

*Notes:*

**Implementation:**

09/24/2025

<b><i>Evidence</i></b>	6/8/2018 Open House logs indicate the date and time of the event. Students elective course selections are input in PowerSchool prior at the end of the school year to ensure students are provided their selected courses.			
<b><i>Experience</i></b>	6/8/2018 At the beginning of the school year we held our Open House to introduce students to their new teachers, provide schedules and allow parents opportunities to meet with their child's assigned teachers. School tours were provided as new students enrolled throughout the school year.			
<b><i>Sustainability</i></b>	6/8/2018 Administration will continue to host the yearly open house event at the beginning of the school year. All incoming new students and families will be provided a tour of the school and classes during enrollment. Administration will be available to answer questions from families at enrollment.			

		A4.22	All teachers are responsive to students’ cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
Initial Assessment:			EHMS has provided all teachers with culturally responsive instruction training.	Limited Development 02/15/2022		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			Students will be more motivated and engaged because they feel a sense of belonging. Positive rapport between teachers and students will increase because they will become more familiar with similarities and differences. Students and teachers will develop an appreciation for and an understanding of other cultures. <ul style="list-style-type: none"><li>• Refresher on Cultural Awareness PD</li><li>• Include information on LGBTQIA+</li><li>• Provide examples for incorporating cultural awareness in lesson planning and teaching examples</li><li>• Cross-curricular planning meetings</li><li>• Teachers provide articles and materials that are relatable to students</li></ul>	Objective Met 09/24/25	Katrenna Rich (Elected 2025)	03/01/2024
Actions						
	11/27/23	A folder will be created and shared for teachers to upload their lessons.		Complete 11/27/2023	Bryan Kingsmill	11/27/2023
Notes:						
	3/2/22	Teachers will have an opportunity to continue learning and finding ways to be more culturally aware while lesson planning.		Complete 03/01/2024	Kenisha Jones	03/01/2024
Notes: Opportunities were provided to increase cultural awareness. Moving forward we will ensure all teachers find a way to incorporate cultural awareness in their instruction throughout the year. Teachers will upload an assignment to a google drive that incorporates cultural awareness by March 1st.						
Implementation:				09/24/2025		
Evidence			9/24/2025			

<i>Experience</i>	9/24/2025			
<i>Sustainability</i>	9/24/2025			

<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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		<b>A4.05</b>	<b>ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<p>Currently, PBIS is the school's framework for teaching and reinforcing positive student behavior. All teachers were given the East Hoke PBIS matrix at the beginning of the year.</p> <p>Teachers are reminded at each pivotal juncture of the year, and each quarter to reinforce behavior expectations.</p>	Limited Development 02/08/2022		
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	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>		
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<b>How it will look when fully met:</b>	<p>Evaluation measure: abe data should decrease, student referrals to guidance will decrease. Social emotional explicit teaching will increase. Increased student participation in clubs/after school activities.</p> <p>Data: PLC meeting minutes, lesson plans, referrals sent to guidance</p> <p>Resources: Refresher on social emotional learning, teaching a diverse group of students, EAGLES CAMPS with fidelity, Major Clarity.</p> <p>Intervention specialist, Maggie's outreach, dropout prevention specialist, McKoy, Restorative circles</p>		<b>Bryan Kingsmill (Elected 2025)</b>	<b>05/01/2026</b>
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<b>Actions</b>	<b>4 of 7 (57%)</b>		
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2/8/22	School will monitor and reinforce positive behaviors using PBIS agenda books and stamps, paired with celebrations for students who achieve 80% of all possible stamps	Complete 01/28/2022	Martina Snyder	02/04/2022
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<b>Notes:</b>	Teachers count stamps, the PBIS chair, Snyder communicates to staff the process for reward and grade levels and electives school-wide organize PBIS celebrations.			
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2/8/22	Administration will complete classroom management walkthroughs, providing teachers with feedback specifically around how teachers have taught behavioral expectations	Complete 06/10/2022	Elisabeth (Joy) Meekins	04/14/2022
<i>Notes:</i> Form will be completed during the walkthrough. The feedback will be automatically generated and sent to the teacher. <a href="https://docs.google.com/forms/d/e/1FAIpQLSfK6fCcWDQP9Fre7-6cYYwxo6MpvGTLrZVB56bopV0i2eo9uA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfK6fCcWDQP9Fre7-6cYYwxo6MpvGTLrZVB56bopV0i2eo9uA/viewform</a>				
3/21/22	Build time in the schedule/build a consistent schedule for each team to transition in the hallway instead of all at once. Having a staggered time worked in the past- transitions to electives, from one class to the next, and to lunch.	Complete 07/22/2022	Antonio Covington	05/31/2023
<i>Notes:</i>				
3/21/22	Reinforce consistent transitions and evaluate any accommodations that arise	Complete 08/25/2023	Tonja McGill	07/31/2023
<i>Notes:</i>				
3/21/22	Develop a culture of accountability among staff so that all staff are able to hold each other accountable for performance and expectations		Tonja McGill (Elected 2025)	05/01/2025
<i>Notes:</i>				
3/21/22	Provide additional support and required professional development to improve repetitive patterns of struggle/lapses among the staff		Tonja McGill (Elected 2025)	05/01/2025
<i>Notes:</i>				
9/29/25	Students will take responsibility for their behaviors thru the reflection of various actions. Educators will utilize schoolwide behavior plan and interventions to ensure students are held accountable for decreasing their behaviors. Students will complete a reflection sheet identifying demonstrated behaviors.		Tonja McGill (Elected 2025)	05/01/2026
<i>Notes:</i> 9.29.25 Team developed action step to address indicator. All staff has been provided the school wide behavior plan and interventions to address classroom behaviors by students.				
<b>Implementation:</b>		09/24/2025		
<b>Evidence</b>	9/24/2025			
<b>Experience</b>	9/24/2025			
<b>Sustainability</b>	9/24/2025			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Parents will be aware of the specific standards covered in various units of learning within all core content areas and electives throughout the year.</p> <p>Evidence: Archived team newsletters, parent surveys, PTC nights, Title 1 Night, Lesson Objectives/Standards Posted in Canvas.</p>	Limited Development 03/02/2022		
How it will look when fully met:			<p>Parents will be aware of the specific standards covered in various units of learning within all core content areas and electives throughout the year.</p> <p>Evidence: Archived team newsletters, parent surveys, PTC nights, Title 1 Night, Lesson Objectives/Standards Posted in Canvas.</p>	Objective Met 10/23/23	Katrenna Rich (Elected 2025)	12/20/2023
Actions						
	3/2/22	Hold open parent teacher conferences quarterly		Complete 03/24/2023	Antonio Covington	03/20/2023
	Notes:		October, January, March			
	3/2/22	Information is routinely added to the school website.		Complete 06/05/2023	Devan Herron	06/03/2023
	Notes:					
	3/2/22	Routinely host Curriculum nights with Instructional Facilitators		Complete 06/08/2023	Antonio Covington	06/20/2023
	Notes:					
	3/2/22	Provide parents Standard Based handouts at athletic events that are held indoors. (Volleyball, Basketball, Wrestling).		Complete 10/23/2023	Antonio Covington	10/23/2023
	Notes:					
	3/2/22	Create and use a uniform school wide individual student data tracker		Complete 10/23/2023	Tonja McGill	11/20/2023
	Notes:					

	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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<b>Initial Assessment:</b>	East Hoke currently hosts a Title 1 event every month, as well as several other parent meetings throughout the year to communicate expectations.	Limited Development 03/02/2022		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	<p>At full implementation families will be informed of students academic performance and how the home contributes to the overall success of students.</p> <p>Parents and guardians will be provided with a variety of resources that can be utilized at home to improve student's academic performance and proficiency levels on the end of grade assessments.</p> <p>Parents and guardians will understand how to assist their students with study habits, comprehension skills and mathematical computations.</p> <p>Parents will be better informed on how to effectively utilize the technological resources students have been provided.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>-Parent rosters from parent night events</li> <li>-Parent handouts from PN events</li> <li>-Agenda from PN events</li> <li>-Presentations utilized during PN events</li> <li>-Parent feedback forms from PN events</li> </ul>	<b>Objective Met 11/27/23</b>	<b>Tonja McGill (Elected 2025)</b>	<b>10/19/2023</b>
<b>Actions</b>				
3/2/22	School will host curriculum night events providing families with instructional strategies that can be utilized at home to improve student reading stamina and enhance test taking skills.	Complete 07/07/2023	Tonja McGill	06/10/2023

*Notes:* Core teams will be responsible for monitoring.

2/27/2023

The school sends out weekly messages of upcoming activities and events each Sunday evening; the school's marquee is updated with bi-monthly events; the district calendar is updated with monthly events; the school's website is updated with the monthly calendar of events. This indicator is ongoing and should be continued for the remainder of the school year.

School-wide Title I Math Night was held Feb. 22, 2023 from 6:00pm - 7:30pm. Parents and students engaged in various grade level mathematics activities aligned with the state standards.

9/23/23 East Hoke Middle School. subscribes to various educational parent hand outs. (Mentoring Minds, ect..)

Complete 11/27/2023

Chenita Clark

10/10/2023

*Notes:* We have handouts on Self Esteem, Depression, adjusting to Middle School.

**Implementation:**

11/27/2023

**Evidence**

9/23/2023

**Experience**

9/23/2023

**Sustainability**

9/23/2023