Comprehensive Progress Report

Mission: Kiser Middle School will provide a cohesive learning community in which all decisions are made in the best interest of its stakeholders. During their middle school years, students will demonstrate maximum academic, social and emotional growth in order to be 21st century leaders.

Vision: Many Stripes, One ROAR

Goals:

Math Performance Goal: By June 30, 2026, Kiser Middle School will increase overall math proficiency by at least 3 percentage points, from 52.9% in 2024-2025 to 55.9% in 2025-26.

FAM-S Goal: By June 30, 2026, Kiser Middle school will have fully developed a linked teaming structure to facilitate the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support, including coaching for all staff to increase their understanding of the essential elements of MTSS implementation, as measured by a score of 3 on FAM-S indicators 3, 4, and 7.

Reading Performance Goal: By June 30, 2026, Kiser Middle School will increase overall reading proficiency by at least 3 percentage points, from 55.2% in 2024-2025 to 58.2% in 2025-26.

Science Performance Goal: By June 30, 2026, Kiser Middle School will increase overall science proficiency by at least 3 percentage points, from 65.3% in 2024 -25 to 68.3% in 2025-26.

Guilford Guarantee Goal: By June 30, 2026, 100% enrolled 7th graders will have completed the YouScience test to facilitate the development of their career plan.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 Master schedule created with at least 30 minutes daily for enrichment/intervention to allow for progress monitoring using district-	Limited Development 08/02/2016		

approved tools for tier 3 and school-made tools for tier 1 and 2.

Math and reading interventionists work with students in small groups to progress monitor and provide tier 2 and 3 supports. Daytime tutors paid with Title One funds support small groups, as well.

MTSS Team meets regularly led by Interventionists to tier students, track data, and plan interventions and enrichment. PLCs focus on providing solid tier one instruction, and an ILT consisting of CFs and admin monitors and problem-solves around all tiers.

2024-2025

Master schedule created with at least 30 minutes daily for enrichment/intervention to allow for progress monitoring using district-approved tools for tier 3 and school-made tools for tier 1 and 2.

Math and Reading students will work in small groups during Core instruction for students without three years of consistent growth.

MTSS Team meets regularly led by CF to tier students, track data, and plan interventions and enrichment

2023-2024

Input Weekly PLC meetings by content-areas - content area teachers meet weekly in their PLCs to discuss data and student progress with specific standards. Lesson plans and sequences are discussed and adjusted as needed to meet the needs of all students.

2021-2022

Current implement at Kiser will include moving the staff toward implementing the MTSS framework within the core classroom. Core teachers will work on providing supplemental support and progress monitor to track a student's response to interventions. Core classroom teachers will work through PLCs and the Instructional Leadership Team to determine next steps for supporting a student who is struggling academically, emotionally, behaviorally or socially.

2022-2023

Current implementation at Kiser includes being more intentional about utilizing the available data sources for Kiser to address the different

	student needs through the MTSS framework. Kiser has been planning and implementing MTSS Tier 2 behavioral support and an MTSS Academic Intervention and Enrichment for 6th grade students in math. The admin team is meet weekly to identify areas that we need to continue to support students. 2023-2024 update: Kiser has revised the master schedule to include a 25-minute morning block of time that is specifically designed for MTSS Tiger Time. The MTSS Tiger Time is being used to provide academic and social emotional opportunities for learning to students outside of the core instructional time. The time has been utilized to provide PBIS instruction, Canvas acceptable use course completion so far during the school year.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All students receive high-quality and evidence-based core instruction supported by weekly PLCs in which teachers receive PD on instructional strategies, review data, and co-plan. An instructional leadership team of curriculum facilitators and admin meet regularly to monitor core instruction. All students receive evidence-based enrichment or intervention during their MTSS block each day. The MTSS team meets monthly to review data, tier students, progress monitor, and plan intervention and enrichment strategies. Students in tier 2 receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Tier 3 students receive intense supplemental interventions, with progress monitoring, that follow a standard treatment protocol. All instructional teams (PLCs, ILT, and MTSS) share their meeting minutes with each other to improve collaboration and create a linked teaming structure to facilitate the implementation of a MTSS. All school staff understand and implement their roles in MTSS with fidelity.		**Kenosha Hall (on-going)**	**06/30/2026**
Actions		**13 of 23 (57%)**		

8/11/16	Counselors and teachers will review student performance and information to make sure students are appropriately placed to meet their academic needs. The school will utilize the GCS Discrepancy Report and placement criteria in order to ensure accurate placement in classes each year.	Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
Notes:				
9/29/23	Utilize the GCS Tutoring Department and community tutors to provided additional support for students who need remediation/enrichment. Students are identified and we provide a weekly schedule for our various tutors who support our students throughout the school day in small group learning opportunities focused around math and reading.	Complete 05/24/2024	Kenosha Hall	11/01/2023
Notes:				
10/25/23	Kiser will implement afterschool mathematics tutorial for students who need remediation and additional support. One teacher for 6th, 7th, 8th grade math and NC Math 1 will be available twice a week for tutorial sessions beginning in the 2nd grading period for students.	Complete 05/24/2024	Jennifer Williams	11/06/2023
Notes:	Kiser will utilize Title One funds to secure the resources to pay teachers on an EEA for this particular action step to support tutorial sessions.			
3/8/22	ACCESS Testing was conducted for English Language students throughout the month of February.	Complete 05/24/2024	Jennifer Williams	03/01/2024
Notes:	Ms. Rodriguez has successfully organized and assessed the EL students that is required by NC DPI.			
11/3/21	Utilize the NWEA, Interim Benchmark data, EOG results, EVAAS projections and scores to level students into three tiers to determine the level of support/need a student may need for planning purposes.	Complete 05/24/2024	Jennifer Williams	04/30/2024
Notes:				
10/30/23	Utilize 25-minute MTSS enrichment/intervention block of time to specifically work with EL students who have demonstrated a high-level need of support based on ACCESS testing data and classroom performance.	Complete 05/24/2024	Kenosha Hall	06/01/2024
Notes:	The EL teacher has identified specific students to work with during the block of time to provide additional support.			
8/11/16	PLC Meetings Protocol Reviewed and Implemented to ensure: 1. Student Data Analyzed 2. Standards are unpacked for understanding 3. Best instructional practices are shared and communicated 4. Plans are developed for students who need to have misconceptions addressed, enrichment opportunities, and remediation.	Complete 05/24/2024	Jennifer Williams	06/01/2024
Notes:				

10/30/19	Utilize goal teams and committees to specifically address the various areas of need in order to develop progress monitoring strategies and increase communication about effective strategies for students who are "at-risk" or non-responsive to supplemental interventions.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
Notes:				
10/30/19	Continue to revise and implement school-wide core behavioral practices through PBIS lessons to teach students expectations.	Complete 05/24/2024	Brittany Robertson	06/01/2024
Notes:				
10/30/19	Kiser will continue to implement the MTSS framework, and work to increase the staff understanding about identifying the various tiers of support and its implications for instruction based on the data reviewed in Tableau and PowerBi sources.	Complete 05/24/2024	Kenosha Hall	06/01/2024
Notes:				
2/21/22	Utilize the daily morning and afternoon announcements to reinforce school-wide expectations, goal setting, and overall increase student motivation.	Complete 05/24/2024	Teddy Wohlgemuth	06/03/2024
Notes:	The announcements are conducted daily through Microsoft Teams.			
11/3/21	Train teachers on how to use the various student performance data sources such as Microsoft Power Bi program, NWEA student reports, and Performance Matters to use the data and information for individual students and demographic groups. The data is utilized to make decisions about daily instruction, identify students for Tier 2 support, and who needs to be assigned to a tutor.	Complete 05/24/2024	Jennifer Williams	11/10/2024
Notes:	Kiser's Data Coach is scheduled to train on November 10th.			
9/30/24	Title One funds are used to purchase tutors to support Tier 2 and 3 interventions.	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:	Title One funds used to pay salary			
8/8/24	Students are grouped into MTSS intervention and enrichment blocks based on NWEA and EOG data to meet the needs of individual students.		Kenosha Hall	12/23/2025
Notes:				
9/18/25	MTSS, ILT, SBLT, and PLC meeting minutes will be shared across teams to promote a linked teaming structure.		Kenosha Hall	06/30/2026
Notes:				
9/18/25	Title One funds are used to pay for daytime tutors that support students identified as needing additional core help		Jennifer Williams	06/30/2026
Notes:	Title One funds pay for tutors			

8/8/24	Teachers use the MTSS block to deliver evidence-based interventions and enrichment to support student access to tier 1 core instruction.		Tomi Neese (7th)	06/30/2026
Notes:				
8/8/24	MTSS Team meets monthly to review data, tier students, plan interventions, and progress monitor.		Merrie Conaway	06/30/2026
Notes:				
8/8/24	The administrative team, CF, and teacher leaders conduct regular walks using the walkthrough monitoring tool and math/ELA integrity walks to assess the implementation of targeted goals.		Jennifer Williams	06/30/2026
Notes:				
8/8/24	Teachers working with Tier 2 and 3 students will participate in standard treatment protocol training to be able to assess and progress monitor students.		Melissa Bocci	06/30/2026
Notes:				
8/8/24	Core teachers implement common assessments that are standard aligned and utilize data to navigate instruction and intervention.		Kenosha Hall	06/30/2026
Notes:				
8/8/24	Student data sheets and conferencing are used regularly to help teachers, parents, and students monitor academic achievement, behavior, and attendance data.		Melissa Bocci	06/30/2026
Notes:				
8/8/24	Math and Reading students will work in small groups during Core instruction to support re-teaching and acceleration.		Kenosha Hall	06/30/2026
Notes:				
Implementation:		05/24/2024		
Evidence	6/6/2017 PLC agendas and minutes are evidences that the objective has been fully implemented. Quarterly benchmark assessment scores are also indicative of the successful implementation of this expectation.			
Experience	6/6/2017 Teachers collaborated in data-driven PLC meetings that were focused on creating best instructional practices. These practices were differentiated to meet the diverse learning needs of our students.			
Sustainability	6/6/2017 The PLC planning session must continue to be data-driven. Strategies must be impactful on student achievement but respectful of diverse student learning needs.			

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:			2025-2026 All teachers, grade levels, and content areas design, apply, and revise curriculum that is consistent with state content expectations. Core teams meet with curriculum facilitator weekly to design and discuss rigorous and engaging content-related tasks and to plan instruction, create common assessments, and review student data to guide instruction. Teachers submit lesson plans using Canvas. All Math teachers implement Open Up curriculum daily. The instructional team and district support regularly complete integrity walks (visiting classrooms to monitor and supporting implementation). All ELA teachers implement EL Education curriculum daily. The instructional team and district support, regularly complete integrity walks (visiting classrooms to monitor and supporting implementation). Teacher Leaders offer on-going PD for all teachers designed to build capacity around joyful instruction, student discourse, and high-impact instructional strategies. 2024-2025 All teachers, grade levels, and content areas design, apply, and revise curriculum that is consistent with state content expectations. Grade levels meet with curriculum facilitator weekly to design and discuss rigorous and engaging content-related tasks. All Math teachers implement Open Up curriculum daily. The instructional team and district support regularly complete integrity walks (visiting classrooms to monitor and supporting implementation). All ELA teachers implement Imagine Learning curriculum daily. The instructional team and district support, regularly complete integrity walks (visiting classrooms to monitor and supporting implementation). All Core teachers meet weekly with the Curriculum Facilitator to plan instruction, create common assessments, and review student data to guide instruction.	Limited Development 08/02/2016		

	2023-2024 Update: Kiser Middle school continues to conduct weekly PLC structure. The PLCs also now include a specific template to help teachers map out the curriculum units/modules especially those in Open Up Math and Imagine Learning ELA.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	All ELA and Math classes implement with fidelity of the Open Up and Imagine Learning curricula and participate in professional learning days for math and ELA. The instructional leadership team attends on-going PD to support grade-level, engaging, affirming, and meaningful instruction in all classes and content areas. District and professional coaches regularly meet with teachers and instructional support staff to provide coaching and participate in integrity walks. These coaching reports indicate full implementation status. For all content areas, lesson plans are monitored by the admin and CFs weekly, and they indicate standards-alignment and backwards design. Finally, test scores indicate student's are meeting growth and expected proficiency measures. Kiser will also utilize quarterly benchmarks (district and school-based) to assess the students understanding and growth throughout the school year.		**Jennifer Williams (on-going)**	**06/30/2026**
Actions		**12 of 17 (71%)**		
8/10/16	Administration and/or creation of Quarterly Benchmarks for core subjects. Data analysis of quarterly benchmarks during PLC meetings and Kiser Data Days.	Complete 10/27/2022	Maria Pradetto	06/01/2022
Notes:				
10/26/22	The Curriculum Facilitators are working at converting one of the computer labs into a PLC space for staff to meet weekly.	Complete 09/29/2023	Kenosha Hall	11/30/2022
Notes:				
9/29/23	Introductory ELA Coaching meeting held with administrator and curriculum facilitator to outline coaching goals for the 2023-2024 school year.	Complete 09/06/2023	Teddy Wohlgemuth	10/01/2023
Notes:	Mrs. Hall and Mr. Wohlgemuth met with the ELA coach virtually for the introductory meeting, and subsequent coaching dates have been established and added to the calendar.			
9/29/23	ELA teacher will adopt and implement the GCS provided resource, Vocabulary Surge, and a supplemental resource for vocabulary instruction.	Complete 05/24/2024	Kenosha Hall	12/01/2023

Notes:				
9/27/18	Kiser will continue to utilize Imagine Learning ELA curriculum program materials and resources during ELA class, and use the benchmark results, formative assessments, and NWEA Map reading results to help determine instructional focus for students who are not performing on grade level. EC and support staff are being trained to use the Foundational Toolkits, Fastbridge, etc.	Complete 05/24/2024	Kenosha Hall	06/01/2024
Notes:				
9/27/18	Kiser will utilize Open Up, Zearn, Nearpods, Number Worlds, IXL resources and materials during math instruction, and utilize the GCS scope/sequence when lesson planning and delivering math instruction. Teachers will also meet with onsite coaches throughout the year to assist with implementation of the resources, plan, and discuss 8 mathematical practices.	Complete 05/24/2024	Jennifer Williams	06/01/2024
Notes:				
8/8/24	Curriculum facilitators provide support for implementation of the math and ELA curriculum to ensure all students receive standards-aligned core instruction that follows the district pacing guide.	Complete 06/10/2025	Kenosha Hall	06/30/2025
Notes:				
8/8/24	Instructional Leadership reviews lesson plans to ensure standards alignment in all core subjects	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:				
10/14/24	Title 1 funds are used to provide subs for teachers attending professional development to support their ability to provide standards-aligned, quality core instruction and serve as teacher leaders.	Complete 06/10/2025	Melissa Bocci	06/30/2025
Notes:	title one funds pay for subs			
10/14/24	Title 1 funds are used to provide EEAs for teachers serving as teacher leaders (delivering PLC content, peer mentoring, attending train-the-trainer style PD) to broaden the base of expertise onsite and facilitate the delivery of standards-aligned, discourse-driven core instruction.	Complete 06/10/2025	Joshua Hinton	06/30/2025
Notes:	Title one funds pay for EEAs for PLC support and additional responsibilities.			
10/14/24	Title 1 funds are used to purchase materials and supplies that support core instruction, such as supplemental texts, subscriptions to online programs, and classroom materials needed for discourse-driven teaching.	Complete 06/10/2025	Jennifer Williams	06/30/2025
Notes:	Title one funds for supplies and materials			

10/14/24	Title 1 funds are used to purchase library books that supplement the core instructional texts to offer students hard copy access to research materials and books of interest.	Complete 06/10/2025	Cheri Wasserman (Media Specialist)	06/30/2025
Notes:	Title one funds used for library books			
9/18/25	Title 1 funds are used to provide EEAs for teachers serving as teacher leaders (delivering PLC content, peer mentoring, attending train-the-trainer style PD) to broaden the base of expertise onsite and facilitate the delivery of standards-aligned, discourse-driven core instruction.		Jennifer Williams	06/30/2026
Notes:	Title one funds pay for EEAs for PLC support and additional responsibilities.			
9/18/25	Title 1 funds are used to purchase materials and supplies that support core instruction, such as supplemental texts, subscriptions to online programs, and classroom materials needed for discourse-driven teaching.		Merrie Conaway	06/30/2026
Notes:	Title One funds used for materials			
9/18/25	Teacher Leaders offer monthly professional development for teachers to improve standards-aligned, discourse-driven core instruction.		Kenosha Hall	06/30/2026
Notes:				
9/18/25	The Instructional Leadership Team conducts regular walkthroughs using a common tool to monitor and support teacher delivery of standards-aligned, discourse-driven core instruction.		Melissa Bocci	06/30/2026
Notes:				
9/18/25	Title 1 funds are used to provide subs for teachers attending professional development to support their ability to provide standards-aligned, quality core instruction and serve as teacher leaders.		Merrie Conaway	06/30/2026
Notes:	Title One funds pay for subs			
Implementation:		05/24/2024		
Evidence	6/6/2017 PLC agendas and data are available upon request.			
Experience	6/6/2017 This objective achieved through collaborative, data-driven PLC meetings to align standards to best practices			
Sustainability	6/6/2017 The importance of data-driven PLC meetings will sustain our success in this area.			

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2025-2026 Kiser will continue to work with rising 6th Grade students from the feeder pattern - including providing school tours for individual feeder schools, providing parent night for feeder schools. Kiser will also continue to provide opportunities for rising 9th Graders to visit Grismley and other HS Options. Kiser also attends the choice fair and offers Tuesday Tours for rising 6th grade Spanish Immersion families and takes an active role in ensuring that rising 9th graders understand the reassignment process for Grimsley. Within Kiser's grade span, counselors work with families and students to understand the courses offered and their requirements to ensure that each student is placed in the correct and preferred classes each school year. Communication is sent regularly via school newsletters and the ConnectEd system about math offerings and the requirements to move from level to level, including summer coursework. Kiser supports the Guilford Guarantee that all students transitioning out of K-12 schooling do so with college credits or career certifications by giving the YouScience test to all 7th graders and ensuring that Career Development Plans are created by the end of 8th grade. We also offer a variety of CTE courses, including "Careers" that give students an opportunity to develop their skills and explore their interests in the post-secondary world. 2024-2025 Kiser will continue to work with rising 6th Grade students from the feeder pattern - including providing school tours for individual feeder schools, providing parent night for feeder schools. Kiser will also continue to provide opportunities for rising 9th Graders to visit Grismley and other HS Options. 2023-2024 Update: Kiser will continue to provide parents and families with important information that supports students' transition from grade level to grade level, and progress toward high school graduation. Kiser will continue to provide parents an opportunity to meet either in-person or virtually for Rising 9th Grade Information Night, Rising 6th Grade Information Night, and High School Options Night. The	Limited Development 07/26/2017		

	counselors also do a great job of coordinating with our feeder elementary schools to host our incoming students and with our high school that students transition to at the end of the year. 2021-2022 current implementation will continue to include a virtual rising 9th grade in January or February prior to the high school options application deadline. We will also conduct an information night for rising 6th grade parents in February or March to provide information to 5th grade families prior to middle school class registration. Kiser will continue to administer the career cluster survey to 8th grade students, and work closely with 9th grade counselors to complete the 4 year plans for students.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Kiser works with rising 6th Grade students from the feeder pattern - including providing school tours for individual feeder schools, providing parent night for feeder schools. Kiser provides opportunities for rising 9th Graders to visit Grimsley and other HS Options. We conduct an information night for rising 6th grade parents in the Spring to provide information to 5th grade families prior to middle school class registration. Kiser supports the Guilford Guarantee that all students transitioning out of K-12 schooling do so with college credits or career certifications by giving the YouScience test to all 7th graders and ensuring that Career Development Plans are created by the end of 8th grade. We also offer a variety of CTE courses, including "Careers" that give students an opportunity to develop their skills and explore their interests in the post-secondary world. To support the transition of Spanish Immersion students, Kiser attends the GCS Choice Program Fair and offers open houses for rising 6th graders. Each year, the school films a new promotional video for Spanish Immersion to share on the GCS digital platforms. The counseling department also works with rising 9th graders to ensure their reassignment requests are processed correctly.		**Merrie Conaway (on-going)**	**06/30/2026**
Actions		**10 of 15 (67%)**		
10/20/23	Kiser purchased an additional half time counseling position to support this key indicator.	Complete 08/01/2023	Teddy Wohlgemuth	08/29/2023

Notes:	K1/2 counseling position was purchased through the Title One Plan for the 2023-2024 school year to ensure Kiser continues to support the successful implementation of the action steps and this particular key indicator.			
11/3/21	Administration/counseling team utilizes incoming student performance data and the district discrepancy report to appropriately schedule students in classes.	Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
Notes:				
11/3/21	7th Grade students will participate in the YouScience Career Assessment.	Complete 10/17/2023	Teddy Wohlgemuth	11/30/2023
Notes:				
8/10/17	Kiser will conduct a rising 9th Graders Information Night in-person or virtually so families get information to for high school options in GCS.	Complete 05/24/2024	Teddy Wohlgemuth	12/20/2023
Notes:				
11/3/21	Advertise to students and parent the GCS Choice Fair held annually.	Complete 05/24/2024	Melissa Bocci (on-going)	01/30/2024
Notes:				
11/3/21	Future Fridays for our 8th Grade students where information is shared about 2 or 3 different high school options and programs available for 8th grade students transitioning to high school.	Complete 05/24/2024	Teddy Wohlgemuth	01/30/2024
Notes:				
2/21/22	Provide a Rising High School Registration Night for 8th grade students and families to provide important information about completing high school class registration, four-year plans, and answer questions about the registration process.	Complete 05/24/2024	Teddy Wohlgemuth	03/01/2024
Notes:	W			
11/3/21	Administration/counseling team conducts an in-person or virtual rising 6th grade information night for prospective parents and families transitioning from 5th grade to 6th grade.	Complete 05/24/2024	Teddy Wohlgemuth	04/01/2024
Notes:				
8/10/17	Providing school tours for families, parents, students, and community.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
Notes:				
11/3/21	Conduct IEP/504 meetings for students who are transitioning to 9th grade for students with individual needs.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
Notes:				

8/8/24	Attend the GCS Choice Fair and offer Tuesday Tours to support the transition of Spanish Immersion elementary schoolers to Kiser.		Melissa Bocci (on-going)	11/30/2025
Notes:				
9/18/25	All enrolled 7th grade students and any 8th grade student without a valid score will take the YouScience test in the 1st semester.		Merrie Conaway (on-going)	12/31/2025
Notes:				
9/18/25	Counselors will work with 7th and 8th grade students to complete career development plans.		Joshua Hinton	06/30/2026
Notes:				
9/29/25	Provide a 8th grade families a High School Options Parent Info Night during the Choice Window to provide important information about choice programs to all students and a Spanish Immersion Info Night in April to support their transition to Grimsley.		Melissa Bocci (on-going)	06/30/2026
Notes:				
9/29/25	Counselors and Kiser students visit feeder elementary schools to support incoming 6th graders with information about the school, their transitions to middle school, and our programs.		Merrie Conaway (on-going)	06/30/2026
Notes:				
Implementation:		05/24/2024		
Evidence	5/24/2024			
Experience	5/24/2024			
Sustainability	5/24/2024			

Core Function:			**Domain 4: Culture Shift**		
Effective Practice:			**Practice 4A: Build a strong community intensely focused on student learning**		
	KEY	**A4.06**	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	2025-2026 Kiser sets and teaches schoolwide expectations. Teachers work closely with counselors and youth and development coordinator to address students behavioral, emotional, and social needs. The MTSS goal team structures are organized to help facilitate supporting students. The school offers twice quarterly schoolwide incentives to help students engage in appropriate character traits and building heathy social habits. The ROAR store recognizes students weekly for following expectations. Monthly, the staff recognizes students on their teams that best embody the ROAR expectations. The counseling team facilitates SEL lessons during enrichment blocks, including nationwide programs like Start with Hello and Red Ribbon Week. There are calming rooms in the building that support students with sensory needs, and all students benefit from furniture designed to allow movement and flexible seating. 2024-2025 Kiser implements PBIS supports throughout the school. Teachers work closely with counselors and youth and development coordinator to address students behavioral, emotional, and social needs. The MTSS goal team structures are organized to help facilitate supporting students. The Discipline/PBIS committee is developing quarterly incentives to help students engage in appropriate character traits and building heathy social habits. 2023-2024 School Year Update: Kiser continues to utilize the MTSS framework to address the needs of our students across the academic, behavioral, and social emotion aspects. The school has done an excellent job of offering a variety of different co-curricular activities to improve student participation and engagement in the school community. Kiser has implemented a quarterly incentive program designed to encourage students to demonstrate their Kiser Pride in all that they do.	Limited Development 08/02/2016		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		

How it will look when fully met:	Teachers are visible in the hallways and greet students as they enter classrooms. All staff take responsibility for the safety and care of all students. In each classroom, there are supports for students to regulate their emotions (fidgets, calm down spaces/protocols). Staff also have access to spaces and resources on campus where they can collaborate and self-care. There are opportunities within the school day and extra-curricularly for all students to develop a sense of community and belonging. Students can identify at least one school adult that they trust to help them with social and emotional needs. There are opportunities for student leadership within the school and ways to showcase student success (student of the month, showcases, awards days). Students and staff participate in the shout out board, recognizing folks who have positively impacted them. The MTSS block is used to provide more intensive or specific interventions for students needing Tier 2 or 3 behavior support. The counselors have continued their work on whole-school initiatives designed to cultivate community and belonging (Start with Hello, Anti-Bullying Week, student counsel). The counselors have also developed Canvas and classroom based activities supporting Tier 1 SEL. Mentoring programs such as College Bound Boys support student development. Admin and student support staff continue to implement one-on-one and small group interventions (check ins, round tables, lunch bunches), and the student support staff have a access to community resources to refer families and students to for additional support. PBIS is fully implemented in all classrooms. Teachers recognize students exhibiting positive behaviors and communicate that with all stakeholders. The PBIS team uses that data along with office referrals to tier students and determine individualized supports. All teachers know the process for referring students to e-therapy and other mental health services provided by the district and community mental health resources. Students are enrolled regularly in these programs.		**Melissa Bocci (on-going)**	**06/30/2026**

Actions		**12 of 15 (80%)**		
10/25/23	Kiser will utilize the Youth and Development Coordinator to help provide additional support to students who demonstrate inconsistent personal conduct, and who need ongoing reinforcement for being successful in their assigned classrooms. The Youth and Development Coordinator facilitates important information to parents, and communicates with teachers regularly to ensure students are current on their work and assignments when they are assigned temporarily to her classroom.	Complete 08/01/2023	Teddy Wohlgemuth	08/28/2023
Notes:	Kiser utilizing the annual Title One budget to provide the resources for this particular position.			
9/29/23	September Goal Team Meetings	Complete 09/19/2023	Brittany Roberts	09/30/2023
Notes:				
9/29/23	Kiser has trained the staff on all the student support services in-service topics and themes for the school year which include Suicide Intervention Training, Diabetic Training, Mandatory Reporting Training.	Complete 09/25/2023	Teddy Wohlgemuth	09/30/2023
Notes:				
9/29/23	The attendance goal team will monitor ongoing student attendance, and make recommendations for interventions to decrease chronic absenteeism and increase student engagement at school.	Complete 09/19/2023	Teddy Wohlgemuth	10/01/2023
Notes:				
11/3/21	Utilize Microsoft Teams Morning Announcements to incorporate a specific social/emotional learning needs for students. For instance, the themes will include information and content on goal settings, gratitude, decision-making, conflict, etc.....	Complete 08/28/2023	Teddy Wohlgemuth	11/01/2023
Notes:				
9/27/24	Participate in Start with Hello, Unity Day, and Anti-Bullying Month lessons throughout October to support the development of positive student social interactions.	Complete 10/31/2024	Melissa Bocci	10/31/2024
Notes:				
9/27/24	Students are referred to district-provided mental health services when needed to support their social and emotional needs.	Complete 06/10/2025	Siedah Holmes	06/30/2025
Notes:				
9/27/24	Students receive SEL lessons each week during Tiger Time to support their social and emotional learning, coping strategies, and self-regulation skills.	Complete 06/10/2025	Bryan Johnson (6th Grade)	06/30/2025
Notes:				

9/27/24	Staff use Educators Handbook to document student behavior incidents to track data on the number and kind of incidents, the related locations and demographics, and the application of supports and consequences.	Complete 06/10/2025	Joshua Hinton	06/30/2025
Notes:				
9/27/24	Students receive school-wide incentives to encourage positive behaviors at least quarterly.	Complete 06/10/2025	Alegria Rodriguez (Encore)	06/30/2025
Notes:				
9/30/24	Title One funds are used to pay for a full-time social worker to improve wrap-around services for students and families and support their attendance, social, emotional, and physical needs.	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:	Title One funds used to pay salary			
9/30/24	Title One funds are used to pay for a youth development worker who runs the Zen Den to provide restorative opportunities to students	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:	Title One funds used for salary			
9/18/25	Title One funds are used to pay for a full-time social worker to improve wrap-around services for students and families and support their attendance, social, emotional, and physical needs.		Merrie Conaway	06/30/2026
Notes:	Title One Funds pay salary			
9/18/25	Title One funds are used to pay for a youth development worker who runs the Zen Den to provide restorative opportunities to students		Merrie Conaway	06/30/2026
Notes:	Title One funds pay salary			
9/18/25	Staff use flexible seating and calming tools and spaces to meet students' sensory and movement needs.		Melissa Bocci	06/30/2026
Notes:				
Implementation:				
Evidence	6/6/2017 Minutes of committee meetings related to the Kiser Kings/Queens are available. Documentation regarding planned and executed field trips is also available to the reader.			
Experience	6/6/2017 The counselors in tandem with the administrative team have worked to proactively identify student issues before they evolve into emergencies. Teachers are sensitive to the emotional needs of their students.			

Sustainability	6/6/2017 The entire staff must stay vigilant in regard to student emotional and psychological issues that arise. The Kiser Kings and Queens have been a successful avenue to engage students in the rewards of consistent high academic and behavioral expectations.				

Core Function:			**Domain 4: Culture Shift**			
Effective Practice:			**Practice 4C: Engage students and families in pursuing education goals**			
	KEY	**E1.06**	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	2025-2026 Kiser communicates and engages with parents, community, and other stakeholders through the Kiser website, Connected phone and email messages, Facebook ad Instagram, and weekly school newsletters. Kiser also holds parent engagement events including open house, walk the schedule, virtual PTA meetings, and the multicultural festival. Kiser helps ensure parent-school connections by providing instructions for and then facilitating parent use of Canvas and Infinite Campus to communicate with teachers and stay informed of student progress. 2024-2025 Kiser communicates and engages with parents, community, and other stakeholders in a variety of ways. Utilize Kiser website, weekly email calendar, Connected phone and email messages, Facebook, grade level newsletters, weekly distribution list. Kiser also holds parent engagement events such as the following; open house, Meet the Principal, virtual PTA meetings and curriculum nights. 2023-2024 School Year Update: Kiser will continue to utilize the parent engagement series to organize, plan, and implement a variety of parent engagement activities throughout the school year. 2022-2023 current implementation will begin to include more in-person parent engagement opportunities. It is also a school-wide goal to recognize positively 75% of our students by the end of the year for academics, social, character, extra curricular, etc.... 2021-2022 current implementation will continue with delivering information in variety of methods to parents. Another strategy is using Canvas as the primary learning management system, which enables students and parents to continue to monitor their progress. Kiser intends to hold several virtual meetings to continue with the engagement of the parents in the learning process. Finally, Kiser has been provided a Spanish language interpreter to assist with communicating with our Spanish speaking families and students.	Limited Development 08/10/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	KMS regularly communicates with parents/guardians about our expectations of students and the importance of the curriculum of the home (what parents can do at home to support their children's learning) through a weekly ConnectEd phone call and email, a weekly newsletter, social media posts, and the website. Teachers also use Canvas, Class Dojo, and other similar resources to communicate regularly with all families, in addition to their individual family contacts. Teachers track all individual family contacts in a contact log. Families are invited to an annual open house event before school begins to support their students' school year. They are also invited to events where families hear school data reports and receive support in a specific area (e.g. PBIS, math curriculum, EOG prep). KMS also hosts events in neighborhoods to facilitate the home-school partnership for families who may have challenges coming to the school. SMS offers multiple ways for families to engage virtually, as well, including using Class Dojo, Canvas, and Infinite Campus to track student academic and behavior progress.			**Tamieka Howell (rep through June 2027)**	**06/30/2026**
Actions			**13 of 15 (87%)**		
6/27/18	Kiser communicates and engages with parents, community, and other stakeholders in a variety of ways. Utilize Kiser website, weekly email calendar, Connected phone and email messages, Facebook, grade level newsletters, weekly distribution list. Kiser also holds parent engagement events such as the following; open house, Meet the Principal, virtual PTA meetings and curriculum nights.		Complete 10/27/2022	Teddy Wohlgemuth	06/03/2022
Notes:					
9/29/23	Rising 6th and New Student Ice Cream Social back to school event.		Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
Notes:					
9/29/23	Kiser Annual Title One and General PTA Meeting		Complete 09/13/2023	Teddy Wohlgemuth	09/30/2023
Notes:					
10/26/22	Held PTA/Title One Kiser Tiger Tailgate in September prior to a Grimsley football game.		Complete 09/15/2023	Pam Jackson	10/01/2023
Notes:	Title One Parent Engagement Funds utilized to support the event.				

2/21/22	Title One Parent Engagement Walk the Schedule Night Night for families to get information about the day in a life of Kiser Tiger.	Complete 10/10/2023	Kenosha Hall	10/30/2023
Notes:	Parent Engagement Series was apart of the Title One Parent Engagement strategies and the action step was supported with Title One funds and apart of the goal team strategy for increasing information available to parents.			
9/15/21	Kiser will utilize the MTSS Parent Engagement Goal Team to plan and organize events to provide parents and families with important information to support their student's learning. During the 2023-2024 school year we will conduct monthly meetings by content area to provide information about the curriculum.	Complete 05/24/2024	Pam Jackson	11/30/2023
Notes:				
5/24/24	CTE Showcase Fair was held in March to provide students a chance to share and display the different concepts, projects, and items that have been completed in the various CTE classes.	Complete 05/24/2024	Amy Schenck (Encore Teacher)	03/04/2024
Notes:	Title One Funds were used to support purchasing refreshments for this event.			
9/29/23	Kiser Parent Engagement Series Event: Multi-Cultural Night will highlight and focus on the many different cultures, ethnicities, languages, etc...that make up our school community.	Complete 04/17/2024	Pam Jackson	05/01/2024
Notes:	Title One Parent Engagement Funds are utilized to provide resources and outside vendors for this particular event.			
10/14/24	Title 1 funds are used to purchase postage to facilitate communication with families about their student's academic progress and attendance, specifically end of the year report cards and attendance notification letters.	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:	Title one funds used for parent postage			
9/27/24	Title I funds will be used to purchase items for family and community events that support family engagement with the curriculum.	Complete 06/10/2025	Merrie Conaway	06/30/2025
Notes:	Title One funds used for materials, supplies, and/or food			
9/27/24	Host a Family Night event for SWD and ELL families with information about specific resources to support students at home.	Complete 06/10/2025	Alegria Rodriguez (Encore)	06/30/2025
Notes:	Title One funds are used for materials			
9/27/24	School uses Newsletters, Social Media, Class Dojo, PowerSchool, and Canvas as a way to communicate with families.	Complete 06/10/2025	Rebecca Gibboney	06/30/2025
Notes:				

9/27/24	Open House and Meet and Greets are held prior to the start of school (using Title 1 funds to supply items and food) to support family engagement with the curriculum.	Complete 06/10/2025	Matthew Myers (8th Grade)	08/25/2025
Notes:	Title One funds are used to provide food and materials			
9/18/25	Title I funds will be used to purchase items for family and community events that support family engagement with the curriculum.		Alegria Rodriguez (Encore)	06/30/2026
Notes:	Title One funds purchase supplies, food or materials			
9/18/25	Title 1 funds are used to purchase postage to facilitate communication with families about their student's academic progress and attendance.		Scott Neely	06/30/2026
Notes:	Title one funds purchase postage			
Implementation:		05/24/2024		
Evidence	10/30/2019			
Experience	10/30/2019			
Sustainability	10/30/2019			