

Comprehensive Progress Report

Mission: 1) We exist to be a welcoming and safe place, both physically and mentally, for all students in our school community.
 2) We exist to open doors for all students to indulge their curiosity and discover their passions.
 3) We exist to challenge and support all students in rigorous learning.

Vision: McClintock STEAM Middle School exists to be the school of choice for students, families, and educators in Charlotte, North Carolina

Goals:

Provide a duty-free lunch period for every teacher on a daily basis. (A1.07)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 15.1 in SY2021-22 to 21.6% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their engagement will increase from 34 % on the Fall 2021 Panorama Screener (in Grades 6-12) to 39% in SY2022-23 and 44% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 52% in SY2021-22 to 37% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will increase our EC and ML subgroup(s) performance grade from a F to a D or higher in 2023-24.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:

1. In the 2022-2023 school year, we significantly reduced behavior incidents that resulted in an out of school suspension. As a result, our out of school suspension rate decreased by approximately 25%.
 2. A success can be noted when we utilized an allotment, hired a New Teacher Coach to support our 23 beginning teachers on classroom management and classroom environment. As a result, we were able to retain 21 of our 23 beginning teachers for the 2023-2024 school year. Beginning teachers indicated that they felt supported by administration and was able to be successful managing conflict and classroom managed behaviors.
 3. Our challenges, especially for our new teachers, will be consistency throughout the school year with rules and expectations. As the year progresses, teachers begin to get tired and feel some push back as students get more comfortable. As a result, classroom management can regress.
 4. Opportunities exist with still working on minor classroom managed behaviors for all staff members. Our administrative team has created an extensive behavior matrix and behavior system to clearly and consistently articulate our expectations for classroom, hallway, bathroom, cafeteria, and HAC behavior. Additionally, we have invested in behavior support personnel to provide restorative conferences for students to reflect on behaviors.
- FAM-S 31: Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).

Limited Development
09/18/2017

How it will look when fully met:	When fully met every teacher will effectively monitor classroom behaviors and utilize research based interventions to support students social and emotional needs. Teachers will also utilize appropriate staff to identify needs and develop plans of action when needed. There will be consistent expectations across the building and all staff members will consistently hold all students accountable through positive reinforcements and intentional intervention plans for students needing the additional support. This will result in 50% of the staff stating that there are consistent expectations and consequences for student behavior on the Spring 2023 Insight Survey		James Jerrell	06/10/2024
---	--	--	---------------	------------

Actions		0 of 2 (0%)		
----------------	--	--------------------	--	--

9/5/23	Grade Level Administrators monitor the development of individual class P.R.I.D.E. Matrix an acronym for Purpose, Responsibility. Integrity. Determination. Excellence. Each classroom teacher is to develop a matrix in conjunction with their students. The matrix corresponds with the P.R.I.D.E. matrix developed by the Grade Level Administrator Team Summer 2023. (EVAAS, OSS, SEL, FAM-S)		Alisha Carr	01/31/2024
--------	--	--	-------------	------------

<i>Notes:</i> This is monitored twice per year both in September after the first weeks of school and again in January when students return from Winter Break.				
https://docs.google.com/drawings/d/1CLFvSncQpfqMuVsBc7FnHsJGPyuyjR6FWAalNVg7MU4/edit?usp=sharing				

9/26/23	Creation of a Behavior Intervention Center (Separate from ISS) to assist students in regulating their emotions when a PRIDE expectation has been breeched and to help student and staff conduct restorative conferences to set goals and re-enter the learning environment "PRIDE-fully". (EVAAS, OSS, SEL, FAM-S)		Alisha Carr	10/31/2024
---------	--	--	-------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Curriculum and instructional alignment
----------------------------	---

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:

- 1) In the 2022-2023 school year, we were able to protect instructional planning time by employing guest teachers and other substitutes to prevent teachers being pulled from PLC meetings to cover classes.
 - 2) Additionally a success for our school is that, our academic facilitator, grade level administrators, and principal were able to attend a majority of the ELA and math PLC meetings to support instruction and ensure alignment to the Standard Course of Study and grade level standards.
 - 3) A challenge for us this year will be strategically attending all academic PLC's in order to support academic growth of the students. Scheduling is a focus to ensure success in this area.
 - 4) For the 2023-2024 school year, we have added a science facilitator to support science PLCs and tasked our academic facilitator to support social studies PLCs to ensure literacy alignment and implementation in our social studies classrooms. An opportunity is that we have reorganized our administrative team to allow one administrator to focus exclusively on instruction, professional development, and curriculum.
- FAM-S29: Core academic practices exist that are defined across grade level/spans and content areas by essential components of instruction, curriculum, and environment (ICE). Core academic practices have been defined by all grade levels and content areas AND include instruction which includes specified design of culturally responsive instruction, practices for ensuring student engagement, opportunities for scaffolding, description of practice opportunities etc. Curriculum which includes materials/resources utilized standards/goals addressed, defined by scope/sequence of skills. Environment which includes grouping options, time, and behavioral expectations for students.

Limited Development
09/11/2022

How it will look when fully met:	Teams will meet twice per week and review the lesson narratives, identify key vocabulary to pre-teach for multi-lingual learners, identify key elements from the common assessment, and collectively problem solve to ensure all students are making appropriate growth.		James Jerrell	06/07/2024
Actions		0 of 4 (0%)		
9/11/22	Create a coverage and PLC rotation that ensures teachers are protected from coverage on their PLC days. (EVAAS, Math 8, FAM-S29)		James Jerrell	06/10/2024
	<i>Notes:</i>			
9/11/22	Admin will attend and participate in PLC meetings (EVAAS, Math 8, FAM-S29)		James Jerrell	06/10/2024
	<i>Notes:</i>			
9/11/22	Create an informal observation rotation to ensure practices discussed in PLCs are being implemented in daily lessons. (EVAAS, Math 8, FAM-S29)		James Jerrell	06/10/2024
	<i>Notes:</i>			
11/16/22	EC teachers will co-plan with content PLCs to ensure all students are receiving access to grade level standards every day in addition to their specially designed instruction. (EVAAS, Math 8, FAMS-29)		James Jerrell	06/10/2024
	<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment					
Effective Practice:	Student support services					
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

1. In the 2022-2023 school year, we added an MTSS facilitator and two interventionists. We created a WIN (What I Need) time in the master schedule to ensure daily intensive and supplemental interventions took place for students who were performing below grade level.

2. A success that can be seen through this goal is at the end of the year over 300 of our students had active plans on branching minds with consistent progress monitoring and intervention data to help us make decisions for students. An additional success was at the beginning of the year, we conducted individual screener assessments to determine the present level of performance in reading and assigned interventions based on the data.

3. A Challenge for this goal is finding the time to implement intensive interventions according to the Standard Treatment Protocol without taking time away from core instruction. Additional challenges will include

4. Opportunities for expanding this goal In the 2023-2024 year will be to increase student access to interventions by giving our interventionists more intervention blocks, including during electives, so that we can serve more students in intensive interventions. We will also take more of an active role in planning supplemental interventions in weekly PLC days.

FAM-S 3: A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.

Limited Development
09/11/2022

How it will look when fully met:		Every student in the school is receiving core instruction that is grade level, engaging, affirming, and meaningful every day. Every student consistently performing below the 10th percentile on the MAP assessment are receiving intensive interventions aligned to the standard treatment protocol and every student consistently performing below the 40th percentile are receiving supplemental interventions. Student progress is monitored weekly or every other week to have sufficient data to move students into different tiers in the MTSS process. Additionally, the Student Support Services Team (SST) will identify students who need supplemental or intensive behavior interventions provided by the counselors based on data from Educators Handbook.		James Jerrell	06/10/2024
Actions			0 of 3 (0%)		
	9/11/22	The MTSS leadership team will meet weekly to evaluate student progress, make decisions on moving students to different tiers, and respond to teacher feedback and walkthrough data. (EVAAS, Math 8, FAM-S 3)		James Jerrell	12/15/2023
<i>Notes:</i>					
	9/12/22	Classroom ELA teachers are providing supplemental interventions. Classroom math teachers are providing supplemental and intensive interventions. (EVAAS, Math 8, FAM-S 3)		James Jerrell	06/10/2024
<i>Notes:</i> 9/12/2022 - WIN time begins this week.					
	9/14/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) One-to-One initiative with access to Beable to increase student access to instructional resources during WIN time and tutoring after school hours, and utilize the PACE toolkit to increase overall performance of both our EC and ML Populations. (Math 8, EVAAS, FAM-S 3)		Erin Milam	06/30/2024
<i>Notes:</i>					
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:

1. In the 2022-2023 school year, we hosted daily 20-minute SEL lessons developed by our counseling department. We also used Panorama and discipline data to identify students in most need of social and emotional support.

2. We had some successes in implementing supplemental interventions to students and providing counseling sessions. We also saw moderate success with the consistency of implementing the SEL lessons. We also saw an opportunity to grow our attendance measures. 333 students were chronically absent during the 2022-2023 school year so we recognized the need to add a Wildly Important Goal of reducing the amount of chronically absent students.

3. Challenges will include prioritizing SEL time on Mondays and not letting other needs replace the designated SEL time. The same challenges exist for the Tuesday-Friday 10-15 minute SEL mini-lessons during homeroom.

4. In 2023-2024, opportunities exist where we will continue to grow in the area of SEL. We will have SEL homeroom every Monday for 45 minutes to be able to go more deeply into topics that are relevant to social emotional health and student growth. Additionally, the principal will lead the student services department to ensure fidelity with MTSS-behavior interventions matches the fidelity of our MTSS-academic interventions. Counselors will be tasked with providing SEL interventions during their grade level WIN time and/or Monday SEL time.

FAMS-30: Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).

FAMS-31: Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).

Limited Development
09/11/2022

How it will look when fully met:	Teachers will consistently facilitate SEL circles each day based on lessons created for them using the Caring Schools Community curriculum. Administration and the SST team will conduct walkthroughs and provide feedback to teachers and reflect on implementation of the curriculum. Additionally, the SST team will review Panorama and discipline data to make adjustments to core SEL curriculum and move students into supplemental or intensive behavioral interventions.		James Jerrell	06/10/2024
Actions		3 of 6 (50%)		
9/26/23	GLA's create a P.R.I.D.E. (Purpose, Responsibility, Integrity, Determination, and Excellence) Matrix that defines our School-Wide CORE behavioral expectations (EVAAS, OSS, SEL, FAM-S 30, FAM-S31)	Complete 09/01/2023	Alisha Carr	09/30/2023
<i>Notes:</i>				
9/11/22	The SST team will review discipline data, looking for common trends and systems/procedures that need to be refined to ensure a safe, effective, and efficient learning environment. (EVAAS, OSS, SEL, FAM-S 30, FAM-S31)		Alisha Carr	01/31/2024
<i>Notes:</i>				
10/1/23	The attendance team, consisting of the social worker, Communities in Schools representative, family advocates, and principal will meet weekly to review students who have hit their 3, 6, and 10 day absence benchmarks. McClintock Attendance Plan: https://docs.google.com/document/d/1h6kaqs6d6C2fBd_PPPuEtoLP5iI1YWBI0981dbQtIz8/edit?usp=sharing		James Jerrell	06/10/2024
<i>Notes:</i> McClintock Attendance Plan: https://docs.google.com/document/d/1h6kaqs6d6C2fBd_PPPuEtoLP5iI1YWBI0981dbQtIz8/edit?usp=sharing				
9/11/22	The SST team will evaluate Panorama survey data, focusing on self-management, engagement, and self-efficacy scores. The team will create action plans to ensure the school is moving toward the goals outlined in the school improvement plan. (EVAAS, OSS, SEL, FAM-S 30, FAM-S31)		Alisha Carr	06/10/2024
<i>Notes:</i> 9/12/2022 - Will determine after Fall Panorama data is available.				
9/12/22	After Fall panorama data is available, SST team will determine what the next steps for teachers will be to support students and help meet our schoolwide goals. (EVAAS, OSS, SEL, FAM-S 30, FAM-S31)	Complete 06/10/2023	Alisha Carr	06/10/2024
<i>Notes:</i>				

9/11/22	Create SEL morning circle lessons for teachers each week. The SST team will evaluate and reflect on implementation and make adjustments as needed. (EVAAS, OSS, SEL, FAM-S 30, FAM-S31)	Complete 06/10/2023	Alisha Carr	06/10/2024	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		<ol style="list-style-type: none"> 1. In the 2022-2023 school year, we hosted a 6th grade open house for families and students before the start of the school year to outline expectations, best practices for middle school students, and to reduce parent and student anxiety around the change of environment. Additionally, we hosted multiple 6th grade assemblies to re-outline our expectations and correct consistent violations of the Code of Conduct or our expectations. Additionally, we provided our 8th graders the opportunity to visit East Meck High School to support their transition to high school in the following year. 2. Successes include strong feedback from parents about the 6th grade open house sessions and rising 9th grade registration events. We were able to retain over 90% of our 6th graders to continue with us in 7th grade. 3. Challenges include finding time to have these sessions while not interrupting core instructional practices. We will continue to host open house sessions, but are facing increased competition from charter schools and private schools. 4. For 2023-2024, we have opportunities to extend on these practices. In reflecting on the 2022-2023 open house and the need for more space, we will host two separate open houses for rising 6th graders to accommodate families who work or work non-traditional hours in addition to providing sufficient space. We will continue the same practices for our rising 8th graders. 	Limited Development 09/11/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Transition from Elementary to Middle School</p> <p>Students in 6th grade attend an assembly during open house with their parents. They attend another grade level wide assembly in the first week of school to outline academic and behavioral expectations for middle school. For the first two weeks, extra staff are on hallway transitions to support students changing classes, reading their schedules, and following the school's expectations and procedures.</p> <p>Transition from Middle To High School:</p> <p>Students in 8th grade visit East Mecklenburg in the Spring to assist in the adjustment to High School.</p>			James Jerrell	06/10/2024
Actions			1 of 2 (50%)		
9/11/22	Students in 6th grade attend an assembly during open house with their parents. They attend another grade level wide assembly in the first week of school to outline academic and behavioral expectations for middle school. (EVAAS, OSS)		Complete 09/01/2023	Alisha Carr	09/12/2023
<i>Notes:</i> Complete					
9/11/22	Students in 8th grade visit East Mecklenburg in the Spring to assist in the adjustment to High School. (SEL)			Erin Milam	05/01/2024
<i>Notes:</i>					
Implementation:			09/14/2023		
Evidence	9/14/2023				
Experience	9/14/2023				
Sustainability	9/14/2023				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	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
<p><i>Initial Assessment:</i></p>			<p>1. In the 2022-2023 school year, our administrative team was missing one member throughout most of the year. Nonetheless, the team met weekly to discuss instructional progress. Additionally, the principal met with the academic facilitator and new teacher coach weekly to evaluate the progress of teacher coaching.</p> <p>2. Successes: The admin team was able to meet every week to discuss the instructional program. Additionally, the principal was able to meet regularly with the instructional coaches to check on the progress of intensive and supplemental coaching caseloads.</p> <p>3. Challenges: While we have regular instructional leadership team meetings scheduled for every Tuesday, one challenge is to maintain consistent focus on instruction and not other systems or processes. Other things, such as events, behaviors, and systems can dominate conversation or distract members of the team.</p> <p>4. Opportunities for the 2023-2024 school year are: we have reorganized our administrative team to streamline instructional and management services. 3 of the 4 administrators will serve as grade level administrators and run their grade levels like small schools. The 4th administrator will be the Assistant Principal of Instruction and will be responsible for supervising and supporting the Instructional Leadership team consisting of coaches and facilitators. Each week, we will have an administrative team meeting to discuss administrative issues (systems, discipline, events, personnel) and an additional Instructional Leadership Team meeting to specifically discuss and focus on instruction and curriculum.</p>	<p>Limited Development 09/27/2022</p>		

<p>How it will look when fully met:</p>	<p>The leadership team will continue to meet weekly and the PLC leads will meet regularly with their coaches to support academic planning.</p> <p>The instructional leadership team which includes teachers will meet regularly to review the implementation of effective instructional practices, talent management strategies, and plan professional development for the staff. Members of the administrative team, Instructional leadership team, and school leadership team will come together to discuss what is working instructionally, areas of concern, and develop plans to further enhance the effectiveness of teaching and learning in the school. The focus on instruction will lead to an overall increase of proficiency to 50% of our student being grade level proficient on EOG's and by the 2025-2026 School Year we will be a "B" School with High Growth.</p>		<p>James Jerrell</p>	<p>06/10/2024</p>
--	---	--	----------------------	-------------------

Actions		0 of 2 (0%)		
<p>9/27/22</p>	<p>Team meetings will support school wide leadership goals. Admin team meets weekly. MTSS leadership team meets weekly. Student services team meets every other week. (EVAAS, SEL, Math 8, FAM-S)</p>		<p>James Jerrell</p>	<p>02/28/2024</p>
<p>Notes:</p>				
<p>9/27/22</p>	<p>Content PLC Leads meet with admin leads every other week to discuss PLC planning and strategic next steps. (EVAAS, SEL, Math 8, FAM-S)</p>		<p>James Jerrell</p>	<p>06/10/2024</p>
<p>Notes:</p>				

<p>Core Function:</p>	<p>Dimension B - Leadership Capacity</p>
------------------------------	---

Effective Practice:		Distributed leadership and collaboration			
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>1.In the 2022-2023 school year, each grade level classroom teacher had a minimum of 80 minutes for instructional planning. 1 - 2 days (depending on content) were for grade level PLC content meetings and one day was for team meetings. The other 2-3 days were for independent planning or class coverage.</p> <p>2. Successes: We had two or three teams set up on each grade level, with specific grade level leads. Those teams met weekly to discuss systems, feedback, and student support.</p> <p>3. Challenges: One challenge to ongoing team meetings is coverage and teacher absences that interrupt regularly scheduled meetings. The principal attempts to protect instructional planning time from coverage, but ultimately, there will be times where instructional planning will be interrupted so that classes are covered.</p> <p>4. In the 2023-2024 school year, additional opportunities we be to will follow a similar structure but will have 8th grade science plan as a team for 2 days in the week instead of 1. Additionally, team meetings will be every other week to provide teachers with more independent planning time.</p>	Limited Development 10/09/2018		
<i>How it will look when fully met:</i>		<p>When this indicator is fully implemented:</p> <p>Established PLC systems and processes that support collaboration among staff will exist.</p> <p>The Leadership Team will use additional funds (position allocations, Title 1 Funding, etc.) to ensure PLC systems and processes run smoothly and support collaboration among staff.</p>		Erin Milam	06/10/2024
<i>Actions</i>			1 of 3 (33%)		
	9/11/22	Maintain a system for class coverage that protect content specific PLC time (EVAAS, Math 8)	Complete 06/10/2023	James Jerrell	06/10/2023

<i>Notes:</i>				
9/27/22	Maintain master schedule to prioritize team planning time. (EVAAS, Math 8)		James Jerrell	06/10/2024
<i>Notes:</i>				
11/16/22	Create a master schedule and duty schedule that allows EC co-teachers to plan with the content teacher to ensure seamless co-teaching and alignment of instruction (EVAAS, Math 8).		James Jerrell	06/10/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Monitoring instruction in school
----------------------------	---

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

1. In the 2022-2023 school year, there was mixed implementation with monitoring instruction. While the principal conducted walkthrough observations and formal observations as well as attended planning meetings, there was a need for more.

2. Successes included strong feedback from staff regarding admin visibility and regular attendance in PLCs. As a result, 4 content areas exceeded expected growth according to EVAAS and most grade levels increase proficiency.

3. Challenges for 2023-2024 will be balancing the need to continue to provide feedback and oversight over the instructional program while also increasing the level of oversight and supervision over the attendance & behavior MTSS process. The principal will be present in weekly student support services team meetings, attendance team meetings, Instructional Leadership Team meetings, and MTSS meetings while attempting to maintain the same level of supervision over the daily instructional programs.

4. In the 2023-2024 school year, there are new opportunities to support this goal. The newly appointed Assistant Principal of Instruction is tasked with leading a conversation with the instructional leadership team about pedagogical themes and look-fors that will drive the administrative walkthrough and instructional feedback cycle. With the new organizational structure, the principal and assistant principals will have more time to spend providing feedback and attending PLC meetings.

Limited Development
09/11/2022

How it will look when fully met:	<p>Teachers will receive a minimum of one informal walkthrough observation per week with accompanying feedback using our feedback card or one on one coaching conversation.</p> <p>Additionally, the principal or his designee will attend PLCs to provide feedback on common trends seen across content areas.</p> <p>The Instructional Leadership Team will meet weekly to discuss common trends observed during walkthroughs and plan for differentiated professional development as needed.</p> <p>Optimizing from FAMS-8. The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement.</p>		James Jerrell	06/10/2024
---	---	--	----------------------	-------------------

Actions		0 of 2 (0%)		
9/11/22	Instructional Leadership Team will meet weekly to discuss common trends observed across grade levels or content areas and make an action plan to deliver the feedback individually or in PLC meetings. Instructional Leadership Team will develop a support plan to allow teachers to observe each other or create informal mentorships to continue to grow. (Math 8, EVAAS, FAM-S)		James Jerrell	01/31/2024
<i>Notes:</i>				
9/26/23	All Instructional Staff will receive a Super-Observation during the first 1/2 of the school year. (EVAAS, Math 8, FAM-S)(EVAAS, FAM-S)		James Jerrell	01/31/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

1. In the 2022-2023 school year, all formal assessments in math and ELA were placed in the Mastery Connect platform, but implementation was scattered which led to inconsistent review of data. The administrative team reviewed MAP data and the benchmarks, when applicable, to determine instructional progress. Additionally, the team occasionally reviewed walkthrough data, but it was inconsistent.

2. Successes - The principal created data spreadsheets consisting of MAP data, previous years' EOG data, EVAAS data, and other relevant data points for teachers of each tested grade. The principal would review these data spreadsheets during post conferences and feedback sessions.

3. Challenges - We are adding checkpoint assessments in all tested subjects. One challenge will be the loss of instructional time to dedicate towards those assessments and keeping teacher morale high as the work of collecting, analyzing, and responding to those data increases.

4. Opportunities in the 2023-2024 school year will be ensuring the school will deliver weekly or bi-weekly locally created checkpoint assessments aligned to the grade level standards. Teachers will maintain the data in a central platform and the ILT will review the data each week to determine progress towards our Wildly Important Goals. Additionally, the administrative team will create lead measures for the number of informal walkthroughs each week to ensure we are getting into classrooms with a particular focus and gathering data that would be relevant to move student achievement forward.

FAM-SLine Item 29: Core academic practices exist that are defined across grade level/spans and content areas by essential components of instruction, curriculum, and environment (ICE).

Limited Development
10/04/2016

How it will look when fully met:	At full implementation professional development is aligned with teacher observation and professional development leads to a change in teacher practice.		James Jerrell	06/10/2024
Actions		0 of 3 (0%)		
9/26/23	During Instructional Leadership Team meetings we will conduct data analysis and action planning process from classroom visits and observations to determine who needs additional support and/or where our professional development focus will be. (EVAAS, FAM-S)		Erin Milam	12/31/2023
<i>Notes:</i>				
9/11/22	Administrative team, Instructional Leadership Team, and School Improvement Team will evaluate relevant formative assessment data (MAP, common assessments) regularly to make instructional decisions around systems, procedures, and pedagogy. (EVAAS, Math 8)		James Jerrell	06/10/2024
<i>Notes:</i>				
11/16/22	Administrative team will look specifically at EC progress and ML progress in their weekly administrative meetings. (EVAAS, FAM-S)		James Jerrell	06/10/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>1. Prior to the 2022-2023 school year, the school retained fewer than 60% of the teachers from the previous school year. Beginning teachers communicated that they did not feel supported and were not equipped with the skills necessary to be successful in the classroom, leading to some quitting in the middle of the year or at the end of the school year.</p> <p>2. During the 2022-2023 school year, we saw successes in appointing a New Teacher Coach who was responsible for providing intensive, supplemental, or core support to beginning teachers to ensure they had the skills necessary to be successful. As a result, we retained 21 out of 23 beginning teachers at the end of the school year and 22 out of 23 throughout the school year. Additionally, the school has leverage the Success By Design and math differentials to compensate effective teachers with the goal of retaining in the position.</p> <p>3. Challenges include competing with other professions and opportunities financially. Another challenge includes finding enough applicants for critical positions.</p> <p>4. Opportunities in the 2023-2024 school year, we will be to continue the same strategies and increase the number of teachers in the Success by Design program to retain talented teachers in the position.</p>	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		At full implementation, the school will recruit effective teachers, compensate them for effective work using our status as a Success By Design school and keep them teaching at our school.		James Jerrell	06/10/2024
<i>Actions</i>			1 of 2 (50%)		
	9/11/22	Improved and consistent procedures in the school will create a safe, supportive, and efficient learning environment for all staff, leading to higher staff satisfaction and a higher retention rate. (EVAAS, Math 8)	Complete 06/10/2023	James Jerrell	06/10/2023
<i>Notes:</i>					
	10/4/22	Teachers will have opportunity for incentives for leadership and student achievement via the Success by Design model. (EVAAS, Math 8)		James Jerrell	06/14/2024
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>1. In the 2022-2023 school year, we were able to hire and retain a new teacher coach, purchase programs to support teachers' instruction, and purchase materials to support instruction.</p> <p>2. Successes: We were able to leverage title 1 money and local funding to provide the resources and programs our teachers needed to lead instruction. As a result, we exceeded EVAAS projections in multiple areas and increased proficiency in all grade levels.</p> <p>3. Challenges include deciding which programs have the highest leverage on increasing student achievement. Additionally, we have had to use more money on human capital, so we have had to make hard choices on supplemental instructional programs and field trip opportunities.</p> <p>4. In the 2023-2024 school year, we see additional opportunities in reorganizing our administrative team streamlined instructional and management services. 3 of the 4 administrators will serve as grade level administrators and run their grade levels like small schools. The 4th administrator will be the Assistant Principal of Instruction and will be responsible for supervising and supporting the Instructional Leadership team consisting of coaches and facilitators. Additional opportunities include having weekly administrative team meeting to discuss administrative issues (systems, discipline, events, personnel) and an additional Instructional Leadership Team meeting to specifically discuss and focus on instruction and curriculum.</p>	Limited Development 09/14/2023		

How it will look when fully met:	<p>The leadership team will continue to meet weekly and the PLC leads will meet regularly with their coaches to support academic planning.</p> <p>The instructional leadership team which includes teachers will meet regularly to review the implementation of effective instructional practices, talent management strategies, and plan professional development for the staff. Members of the administrative team, Instructional leadership team, and school leadership team will come together to discuss what is working instructionally, areas of concern, and develop plans to further enhance the effectiveness of teaching and learning in the school. The focus on instruction will lead to an overall increase of proficiency to 50% of our student being grade level proficient on EOG's and by the 2025-2026 School Year we will be a "B" School with High Growth.</p>		James Jerrell	06/15/2024
Actions		0 of 3 (0%)		
9/14/23	<p>Within the 2023-24 school year, our school identified the following instructional inequity, as a result, our school plans to mitigate this inequity by the implementation of the One-to-One initiative with access to Beable to increase student access to instructional resources during WIN time and during tutoring after school hours (EVAAS, Math 8).</p>		Shannon Gibson	12/30/2023
<i>Notes:</i>				
9/14/23	<p>Recruiting highly effective teachers with the use of differential funds to increase student achievement and growth (EVAAS, Math 8).</p>		Alisha Carr	06/15/2024
<i>Notes:</i>				
9/14/23	<p>Engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices(EVAAS, Math 8).</p>		Alisha Carr	06/15/2024
<i>Notes:</i>				
Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
--	-----	-------	--	-----------------------	-------------	-------------

<p>Initial Assessment:</p>	<p>1. In the 2022-2023 school year, we purchased Parent Square to ensure consistent and convenient communication between the school and the community. The principal used parent square as well as blackboard connect emails & texts to communicate to families weekly.</p> <p>2. Successes: With the addition of Parent Square, we increased communication with the school as a whole. Additionally, teachers and parents had a more convenient line of communication through private messages and general daily posting.</p> <p>3. Our greatest challenge continues to be registering all families on Parent Square. Some families for whom English is a second language and families with a lack of technology have difficulty accessing the platform.</p> <p>4. In 2023-2024, opportunities we will be to continue to use Parent Square to communicate to families. Additionally, teachers will be responsible for weekly blasts to families on Parent Square and Grade Level Administrators will also send quarterly newsletters to families about grade level specific information. Additionally, teachers will be expected to message families at the mid-term point each quarter if their child currently has a D or an F. We have also been allotted a bilingual family advocate to support our Spanish speaking families in getting involved. Finally, we will use title 1 money to partner with SchermCo to increase and improve family engagement practices.</p>	<p>Limited Development 09/11/2022</p>		
<p>How it will look when fully met:</p>	<p>To create consistent communication methods, the school will purchase Parent Square and Student Square to allow teachers to maintain consistent communication with families and students. Teachers are expected to send weekly newsletters and updates, as well as respond within 24 business hours to any parent question or concern. The principal will continue to send weekly updates on Parent Square and through the connect-5 portal. Additionally, the marquee will be changed once every two weeks to maintain consistent communication of upcoming events and celebrations of accomplishments.</p>		<p>James Jerrell</p>	<p>06/10/2024</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
	<p>9/11/22 Bi-Lingual Family Advocate and Part Time Family Advocate are tasked find students and families who are not registered for Parent Square and make a variety of contacts to support access and registration. (EVAAS, Math 8, FAM-S 3)</p>	<p>Complete 09/27/2023</p>	<p>James Jerrell</p>	<p>09/30/2023</p>

<i>Notes:</i>				
9/12/22	Curriculum Night in conjunction with Family Night and advertise accordingly. (EVAAS, Math 8, FAM-S 3)	Complete 09/19/2023	James Jerrell	09/30/2023
<i>Notes:</i> 1st Family Night/Curriculum Night was Sept. 19, 2023.				
9/26/23	Admin. Team has partnered with SCHERM-CO to collaborate on events, activities, and ways to get parents more engaged in the education of their scholars. (EVAAS, FAM-S 3)		James Jerrell	06/01/2024
<i>Notes:</i>				