

Comprehensive Progress Report

Mission: To create a safe, respectful, and trusting community that encourages and educates the whole child, providing the skills necessary to succeed and positively contribute to society.

Vision: Through the use of an academically and culturally rich environment, Thomasboro Academy endeavors to be a learning community that empowers its students through a rigorous curriculum, encourages through a positive school culture, and enriches through engaging parental and community partnerships.

Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 4.1% in SY2021-22 to 27.1% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

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 7.3% in SY2021-22 to 17.1% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students reporting a positive self-perception of their engagement will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 69% in SY2022-23 and 74% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percent of students reporting a positive self-perception of their engagement will increase from 34% on the Fall 2021 Panorama Screener (in Grades 6-8) to 39% in SY2022-23 and 44% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Provide a duty-free lunch period for every teacher on a daily basis based on a rotation schedule that promotes the safety of all students in the cafeteria and in hallways.

Provide duty-free instructional planning time for every teacher u G.S. 115C-105.27 and -301.1, with the goal of proving 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. (2.04, 4.01, 3.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (4.06)

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)

Decrease Out-of-School Suspension (OSS) disproportionately for Black students from 31.4 percentage points to 23 percentage points. (Aligns to CMS Guardrail #1 and A4.06)



! = 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
<i>Initial Assessment:</i>			<p>During the 2023-2024 school year, our Dean of Students worked with the District Behavior support to develop a school-wide discipline plan. The plan includes school-wide hierarchies, incentives and proactive steps to ensure that we decrease the number of discipline referrals. Teachers began the school year with No Nonsense Nurturing training and Coaches continue to monitor equitable implementation. Counselors and the support team will continue to work with the Dean of Students to facilitate classroom lessons and provide quarterly discipline assemblies and incentives. During the 2023-2024 school year, staff will participate in NNN Quarterly PD targeted to MTSS - specifically focused on creation of Supplemental behavior plans. Support teams will conduct Friday team meetings between grade level teachers and support staff will collaborate on the creation of positive behavior support plans.</p>	Limited Development 09/25/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			<p>Teachers will have clear expectations set for all classroom routines and procedures. Directions will be given precisely in the MVP format, supported with positive narration and consequences will be given in the form of restating the expectation. Teachers will follow the hierarchy created by their team for every Core student. Regular parent contact will be made to communicate positive behaviors and areas for growth. When students do not respond to Core behavior management, teachers will work with support staff to create a positive behavior plan meant to modify student behaviors beyond the hierarchy. When implemented with fidelity throughout the school year, the result of the positively implemented discipline school wide plan will result in a decrease of suspensions.</p>		Lauren Stefaniak	06/15/2024
Actions				0 of 3 (0%)		
	10/3/17	Staff will bring and share examples of building relationships with their students to each staff meeting. Groups of staff will share with each other and choose one person to share to the whole staff. (SEL)			Candace Pauls	06/15/2024

<i>Notes:</i>				
2/8/18	Post common area behavior expectations in MVP format in all common areas across the school (lunch room, hallways, restrooms). (Discipline)		Veal Rooks	06/15/2024
<i>Notes:</i>				
2/8/18	Counselors will conduct training with staff utilizing restorative practices with students. (SEL)		Shamika Cole	06/15/2024
<i>Notes:</i> Counselors will implement restorative practices at the beginning of the 2023-2024 school year.				
Implementation:		09/14/2023		
Evidence	9/14/2023			
Experience	9/14/2023			
Sustainability	9/14/2023			

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:

As of June 2023, we have not met our SIP goals targets. Third grade CCR for Black & Hispanic students is 4.1% and 8th grade Math CCR is 8.8%. However, overall 3rd grade Reading CCR increased by 3.6 percentage points and 8th grade Math CCR increased by 1.5 percentage points. Our action steps were successful. The ILT were able to meet quarterly to discuss unit assessments and Dibels and MAP data. Teachers are planning the "how" in planning sessions and role playing with their coach and team members based on student needs. Needs are based on learning checks, formal and informal assessments, Centerpoint assessments, as well as MAP data. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. Weekly coaching sessions with teachers done with fidelity. Walkthroughs done by administrators and specific feedback given to help support the teachers. Our biggest challenge this year was not having enough certified teachers to cover all classrooms. We had two guest teachers in our 6th and 8th math classes and a brand new teacher in our 8th grade math class. We have hired several new math teachers for those positions and are working on recruiting a new science teacher. An additional opportunity to address the challenge of inexperienced staff in the next school year would be to provide live coaching feedback by videoing and watching during action Coaching sessions.

For the 2023-2024 school year, opportunities around implementation of curriculum occur during weekly planning sessions with Coach/MCL. Teachers are planning the "how" in planning sessions and role playing with their coach and team members based on student needs. Needs are based on learning checks, formal and informal assessments, common assessments, as well as MAP data. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. To ensure that our team is working towards goal achievement, coaching planning sessions will be focused around the conversation and current data of our Black and Hispanic 3rd grade students as well as those same subgroups in 8th grade math. This will create an opportunity for student tracking throughout the school year to focus on strengths and needs.

Limited Development
08/09/2022

<p>How it will look when fully met:</p>	<p>Curriculum will be evaluated and fully implemented with the possibility of supplementation/acceleration for the following school year. When this is fully implemented teachers will take ownership of the lesson planning and analyzing of data.</p> <p>Overall reading composite from 2021-2022 was 23.7%, when fully implemented, we will see a 15% increase to 38.%. Overall, math composite from 2021-2022 was 25.8%, full implementation will see a 15% increase to 40.8%. Scholars in grades 5th & 8th will show a 10% increase in proficiency on the NC Science EOG, from 53.7% to 63.7%.</p>		<p>Rolando Parkins</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/9/22</p>	<p>Administrator walks with coaches as needed to inform coaching action steps as needed and differentiated for teachers. (EVAAS, 3rd grade, 8th grade, FAM-S-29)</p>		<p>Rolando Parkins</p>	<p>01/24/2024</p>
<p><i>Notes:</i> EVAAS</p> <p>Walkthrough form completed weekly by members of ILT to calibrate instructional walks.</p>				
<p>8/9/22</p>	<p>Data dives quarterly with End of Unit/Modules assessments, Dibels, Modules as well as MAP assessments with the leadership team to track student data at a whole school level. This will ensure that Coaches are using data to drive planning and instruction. (EVAAS)</p>		<p>Lauren Stefaniak</p>	<p>01/24/2024</p>
<p><i>Notes:</i> This will be done as formal assessments are given. Therefore, throughout the year, and it may be more often for some grade levels than for others due to the assessments given.</p> <p>Quarterly assessments and retests were given in order to track progress and progression of skills on relooping standards.</p>				
<p>8/9/22</p>	<p>Planning sessions weekly with coaches/MCLs for DDI and planning purposes to ensure that teachers are unpacking standards and analyzing do-nows and exit tickets. (EVAAS, FAM-S-29, Title 1)</p>		<p>Lauren Stefaniak</p>	<p>06/07/2024</p>

Notes: Weekly coaching meetings with Principal or Stefaniak with the coaches or MCLs to ensure that the weekly agendas for planning sessions involve data, planning, role playing, and rigorous tasks for students.

Weekly Coaching and Instructional planning with all teachers in specific content areas.

8/9/22 Coaches follow up from planning sessions with classroom walkthroughs to ensure that the implementation of the plan is correct, data is being used to form the small groups planned, and rigorous activities are being utilized with students. (EVAAS, FAM-S-29)

Rolando Parkins

06/07/2024

Notes: Coaches follow up from planning sessions with classroom walkthroughs to ensure that the implementation of the plan is correct, data is being used to form the small groups planned, and rigorous activities are being utilized with students. Classroom walks with ILT pairs will be shared at ILT meetings the following week. Team members on ILT will video themselves coaching a teacher and ILT will give glows and grows.

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
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Initial Assessment:

As of June 2023, we continue to meet our goal of meeting and/or exceeding expected EVAAS growth. Although the official data has not been released, we have preliminary data to compare growth. Based on unofficial data we have exceeded or met growth in all areas except the following: 4th grade math -7%, 6th grade math -10%, 7th grade math -8%. The following action steps below were achieved throughout the school year to support our successes. MTSS PD at the BOY (Led by Ivery, Alston & Copeland) in September 2022. Goal 2 was not met. Teachers were not trained in Branching Minds & AIMSWeb so they did not know how to enter progress monitoring data, update/revise Intervention plans. Goal not met; The Needs Assessment Survey for differentiated MTSS PD was not delivered at the end of each quarter. Goal was partially met; Monthly MTSS meetings began in January 2023. Meetings were held each month by Interventionist w/teachers of students on intervention plans; progress monitoring data was shared out & next steps were shared out; discussed students who were in need of possible intervention plan or additional support team services; Discussed students who needed EC referrals.

We were successful in kicking off the MTSS process at the start of the year & aligning with district expectations. Partial success; The MTSS team & admin were trained in Branching Minds/AIMSWEB. The intervention team was successful in communicating w/classroom teachers & stakeholders about students progress from January 2023 – end of year when MTSS monthly meetings began.

Some of the challenges we faced were that the MTSS Professional Development needs to be more purposeful & intentional and aligned to needs of grade bands & what teachers need; MTSS PD needs to be tiered for grade bands so that content can be modified based off of teachers' current understanding of MTSS process. Since teachers were not trained on Branching Minds and were only provided one MTSS PD at the start of the year they did not know how to use the platform & implement Supplemental interventions within their own classroom; another challenge in meeting this goal is finding the time to deliver the PD to teachers. Ensuring teachers provide input/complete needs assessment surveys on the MTSS process as they are given throughout the year. Challenges with ensuring monthly MTSS meetings are held consistently throughout the 23-24 school year beginning in September 2023 and ensuring all stakeholders are held accountable for their roles and responsibilities w/in the MTSS process.

In the 2023-2024 school year opportunities to provide more

Limited Development
08/09/2022

intentional/purposeful MTSS PD; MTSS PD should be broken down & stretched out over the course of 4 weeks, initially, on MTSS Mondays. Example: 1st 2 Mondays are spent going over MTSS process & Branching minds platform, Weeks 3 & 4 are spent looking at student data from BOY & determining which students need Tier 2/Tier 3 intervention & how to enter their plans into Branching Minds. As teachers are feeling more comfortable w/MTSS process & the Branching Minds/AIMSWEB platform, MTSS Monday PD can be spent looking at progress monitoring data & individual student needs.

Opportunity to provide differentiated PD throughout the year: Create a living/live MTSS FAQ document so throughout the year & each MTSS Monday session, teachers and stakeholders can input their questions and the needs can be addressed accordingly. Create a 23-24 MTSS Thomasboro Timeline/Calendar with MTSS Meeting /PD dates pre-scheduled prior to the start of the school year. In the 2023-2024 school year, to continue to meet or exceed growth, teachers will continue to data dive bi-weekly and quarterly with content teams and coaches to ensure they are reviewing live data. Teachers and coaches will continue to be intentional with facilitating lessons and unpacking the standards.

<p>How it will look when fully met:</p>	<p>At the Core level, all teachers utilize our research based curriculums and our research based classroom management system with fidelity. In addition, teachers utilize Do Now and Exit Tickets daily to assess effectiveness of instruction, as well as, summative assessments to monitor student progress towards grade level standards. When students consistently show non-mastery, teachers develop Supplemental plans and implement interventions based on the students' identified needs. These Supplemental plans are implemented weekly and teachers progress monitor students weekly. This is a collaborative approach involving all grade level teachers, support staff, and administrators. When a student does not demonstrate adequate growth after the consistent implementation of the Supplemental interventions, the team reconvenes to determine whether the child needs an updated Supplemental plan with additional interventions or if an Intensive plan needs to be created. When a student qualifies for services beyond the general education setting, plans are developed including LEP, 504, or EC depending on the students focused area of concern or needs. The teachers who support these plans work along side the general education teacher to ensure services, accommodations, and modifications are being provided.</p>		<p>Lauren Stefaniak</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
	<p>8/9/22 Deliver ongoing school based MTSS PD that outlines the MTSS process, purpose & procedures, the analysis of student data, and implementation of the standard treatment protocol in order to develop teachers' ability to support students across tiers. (EVAAS, FAM-S)</p>		<p>Brenae Ivery</p>	<p>01/24/2024</p>
<p><i>Notes:</i> BOY-always trained and meeting with teachers</p> <p>MOY and EOY-Need to refresh and consistently meet with teachers.</p> <p>MTSS Mondays will need to happen monthly or as often as needed which is why we reserve Mondays as no planning days for these meetings to occur as often as needed. Include MTSS PD monthly.</p>				

8/9/22	Ensure teachers are trained in Branching Minds and AIMSWEB so that they know how to access student data, progress monitor & enter, update and revise Intervention Plans, as often as needed. (EVAAS)		Brenae Ivery	06/07/2024
<p><i>Notes:</i> District PDs need to occur so all teachers can be trained beyond the school building.</p> <p>MTSS PD needs to be more purposeful & intentional and aligned to needs of grade bands & what teachers need; MTSS PD needs to be tiered for grade bands so that content can be modified based off of teachers' current understanding of MTSS process.</p> <p>All staff will be held accountable to monitor data using Dibels, Navigator Portal and classroom data.</p>				
8/9/22	Create a MTSS Needs Assessment Survey to determine differentiated PD throughout the year. The needs assessment survey will be given toward the end of each quarter to plan PD for the upcoming quarter. (EVAAS)		Instructional Leadership Team	06/07/2024
<p><i>Notes:</i> Needs assessments to the staff go out in staff meetings using a Google Form.</p> <p>We will continue to use this method so staff can also be provided with leadership opportunities to facilitate monthly PDs to their colleagues.</p>				
8/9/22	Conduct monthly MTSS meetings with all teachers, support staff and stakeholders to ensure all involved staff are up to date on students' progress and which students are moving across Tiers and which students are in need of more intensive interventions or additional support team services. (EVAAS, FAM-S)		Brenae Ivery	06/07/2024
<p><i>Notes:</i> Outline topics that will be covered at initial PD so teachers are aware when they are receiving PD and what the topics will be; Create a Roles & Responsibilities /flow chart for the MTSS process at Thomasboro so teachers know what their responsibilities are and who to go to regarding specific academic/behavior interventions & student needs. Keep EC/ESL teachers updated & involved in the MTSS process. Continue with support staff meetings bi-weekly to ensure all areas of MTSS are being met.</p>				

9/21/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention, implementation of the Out of School Tutoring program to provide additional instructional time to students based on need to increase overall performance of students with disabilities. (EVAAS, TSI)		Billie Jeanne Carter	06/09/2024		
<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
<i>Initial Assessment:</i>			<p>As of June 2023, we continue to meet our SIP targets. 100% of K-8 core teachers will implement and facilitate a morning meeting with Caring School Communities to address the social and emotional well-being of students from 8:30-8:45 am. Some of the successes we have implemented this school year are groups that take place are: 2nd Grade Male Behavior Group, 3rd Grade Male/ Female Attendance Group, 5th Grade Female Mentoring Group, 5th Grade Male Mentoring group and Behavioral groups provided by the District Behavior Modification Technicians. Through the MTSS process, the MTSS teams will continue to address behavioral concerns and provide behavior plans as well as ensure students in need are placed on a Tiered monitoring plan (Supplemental and/or Intensive.) Our team continues to use the referral system for counseling through our in-house Atrium Health licensed support staff member.</p> <p>Data to support Out-of-School Suspension (OSS) for Black students: Thomasboro Academy met the target goal of maintaining the proportionality of our Out-Of-School Suspension data for Black students at 51.58% African American students make up 60% of our student population. The suspension rate for our African American students is currently 83.4% for the 2022-2023 school year. One of the challenges we have faced at this time, as our populations continue to change, we do not have the diversity in our student body race to change the disproportionality. According to the End of Year data, our actual disproportionality decreased from 23.2% to 21.9%.</p> <p>During the 2023-2024 school year, Thomasboro teachers and staff will continue to implement and facilitate morning meetings using the Caring Schools Communities to address social and emotional well-being of students in grades K-8. Counselors and Social Worker will provide classroom lessons and Social Worker will continue to provide group sessions. As an opportunity for growth will be that support staff and administration will continue to make home visits and check addresses</p>	Limited Development 08/09/2022		

to ensure that we are locating our students and families. A challenge we continue to face is that our students and families are transient and at times our families leave quickly without any communication. During the 2023-2024 school year, we will decrease chronic absenteeism from 37.46% to 35%. Our focus will remain on unexcused absences in the total student population.

School Attendance Plan:
<https://docs.google.com/document/d/1ZSKRfq9CeFfyINbOMpm5VItfLgl92DRwqu0HrnzWpCQ/edit?usp=sharing>

How it will look when fully met:

Cases will be reviewed and implanted during MTSS-B monthly meetings and wrap around services will be provided to students. Weekly check-in at the start of the year and then Bi-weekly check-in meetings have been set for all classroom teachers and the support staff (counselors, Social workers, parent advocate, and CIS) to access current plans for students and help manage new ideas. Mr. Humphrey is also implementing PD for teachers around SEL in one session per month.

Support staff meetings have been set weekly on Tuesday with administration to discuss student needs and progress monitor the programs that are being utilized with the students (CIS, Mentor groups, Meditation, etc)

Teachers and staff will attend various PD sessions and be trained on No Nonsense Nurturing. Teachers will have a monthly check in with their NNN Coach as well as the Dean holding Quarterly discipline meetings with students.

William Humphrey

06/15/2024

Actions

0 of 5 (0%)

10/20/22 Weekly attendance check-in with the Counselors and Social Worker. Check ins will focus on targeted grade levels based on historical attendance data.
 School Social Worker will run bi-weekly reports as well as meet with teachers in grade level support meetings on Fridays. (EVAAS)

William Humphrey

01/24/2024

Notes: Our attendance group, we fell short of meeting our goal due to the following reasons: difficulty with contacting a parent/guardian of participants (numbers in PS incorrect), some scholars were MCV, withdrawal of a scholar, and suspensions from school. As a result of the challenges, we ended up progress monitoring our attendance scholars. For our D/F group, we are still monitoring their progress until the end of the year. However, the majority of the scholars have a D/F in one or more core subjects for semester 2.

Some successes that we had were 3 scholars out of 6 improved their attendance. Although we do not have any scholar in our D/F group who have improved, they are not equipped with the necessary strategies that can be used not only in school, but in life in general.

Counselors conducted lessons on the following topics:

- Coping Skills
- Mindfulness
- Social Skills
- Being Respectful
- Success 101
- Occupation, Jobs, & Careers
- Middle/High School & Your Success

Counselors participated in weekly grade level meetings to discuss concerns on specific scholars:

- Attendance
- Behavior
- Grades
- MCV

8/9/22 MTSS-Behavior Plans are monitored and data is collected regularly and updated as well as changed based on student needs. (Engagement)

William Humphrey
DOE 9/7/22

06/07/2024

Notes: This goal will be measured by our Supplemental and Intensive students in the MTSS process by decreasing the number of students within the MTSS process that can positively move to Core implementation within the classroom.

The support staff and Grade level meetings were attended by the school social worker , grade level counselor, parent advocate and communities in school representative.

Social Worker supported the MTSS process by engaging identified students (Supplemental) with research based strategies like brief counseling, behavior modification strategies and mentoring.

9/25/22 Increase Panorama data by focusing on morning meetings and Caring school curriculum for K-2 , Emotional Regulation, for 3-5 , Challenging Feelings, and 5-8 , Engagement. (Self-efficacy, FAM-S-31)

William Humphrey

06/07/2024

Notes: This goal will be monitored by surveys, daily fidelity checks on SEL meetings in classrooms daily and School counselors providing CCR lessons in K-8 classrooms.

Continue to implement:

SEL

Mentorships

Restorative Conversations

Restorative Conversations – Staff Trained

Mediation

Mindfulness groups

Parental contacts and conferences

Classroom Guidance Lessons

MTSS Support

Formal/Informal Check in Check out with identified students

Teacher mentorship with identified students

District BMT Mentor Group

10/5/22 Quarterly discipline meetings with students as well as No Nonsense Nurturing monthly checkins/PDs. (Self management, FAM-S-30)

William Humphrey

06/07/2024

Notes: The success of this goal will be measured by discipline referrals and short term suspension quarterly.

All teachers (Veteran and New) will be trained at the BOY and have an assigned NNN Coach.

The opportunities available to our students will be addressed earlier this upcoming year of 2023-2024.

Parent conferences during summer to have a plan for certain students
District BMT Mentor Groups to begin in the fall

NNN training for whole staff at the beginning of the school year

NNN coaching to ensure fidelity of student and teacher accountability

Increase supervision

Counselors to identify resolution groups

Increase incentive/behavior celebrations within grade levels and grade bands

8/21/23 Bi-weekly check-in with the support team to review and track student attendance.
Attendance plan link:
<https://docs.google.com/document/d/1ZSKRfq9CeFfyINbOMpm5VItfLgl92DRwqu0HrnzWpCQ/edit?usp=sharing>

William Humphrey

06/09/2024

Notes: Meet with teachers and grade levels bi-weekly to track student attendance and complete student check-ins. Follow up with home visits.

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:

As of June 2023, we have met our SIP goals targets. Some of the successes that led to this achievement are as follows: Prepared rising 6th and 9th grade scholars for transition into middle and high school. Every scholar has been registered for the 2023-2024 school year. Half of our rising 9th grade scholars will be attending a school choice program and the others will be attending their feeder high school. We currently conduct Beginners Night at the end of the preceding school year where we had 7 families attend on 2 dates offered. Having our very first School Choice Program Fair to allow our scholars to learn about the various programs at the high school level. Having half of our rising 9th grade scholars apply and get accepted into a School Choice program. Having all scholars registered for the next school year. Rising 9th graders are also provided the opportunity to attend summer bridge

Limited Development
08/09/2022

programs. We screen our math students, using district provided end of year assessments, to determine which students are eligible to take Honors level Math in 6th/7th grade and which students are eligible to take Math 1 in 8th grade. We provide our 6th-8th grade students with opportunities to take CTE courses to prepare them for the CTE track in HS. We also implement and use components of the AVID curriculum across all grade levels and provide Middle School students the opportunity to take AVID in Middle school. We have an AVID committee that meets on a monthly basis to ensure AVID is being implemented across the school.

Some of the challenges we have faced this school year was parent participation both inside and outside of school hours. We have provided opportunities for parents and families to participate in school events, but had very little participation unless we had prizes, food and/or giveaways. This creates an opportunity of growth for us to prioritize our meetings with parents and survey their needs in order to attend school events. This also creates an opportunity for us to provide our community partnerships with our needs (such as gift cards and dinners) for our families. Also being able to get more parent participation in our rising 9th grade Parent Night. Only one parent was present during the 22-23 school year.. We had an interpreter come out for our Hispanic families and no one showed up for the services. We will continue to reach out to our population as a whole to show the importance of being involved in your child's education through the various activities held at the school.

For the 2023-2024 school year, we plan to offer a light dinner to our families in hopes of getting more parent participation in student transition meetings and academic involvement nights. During the 2023-2024 school year, we will continue to broaden our ideas and resources for parents and students. We will continue to collaborate with High Schools for our rising 9th grader scholars due to the high impact it had on them. We will advertise more publicly for our Kindergarten Beginners Night with signs throughout the community and a light dinner for our new scholars at Thomasboro.

How it will look when fully met:	6th-8th grade students will be provided opportunities to take advanced coursework in the areas of ELA/Math. Transition activities will be provided to parents so they can learn what is expected of their child upon entering middle school and be able to raise any concerns. Middle school counselors will communicate with HS counselors and stakeholders to plan rising freshmen orientation and 'meet and greets' with families so that parents can be made aware of the expectations for rising 9th graders. Counselors, teachers and admin will administer Needs Assessment Surveys in the spring of each year to determine what additional support families need to help support the transition of their 5th grade students to Middle School and 8th grade students to 9th grade.		Rolando Parkins	06/15/2024
Actions		0 of 3 (0%)		
8/9/22	Monitor and review student data to determine which students are eligible to take advanced coursework in ELA, science and/or math. (EVAAS)		Justin Johnson	01/24/2024
<i>Notes:</i> The Math MCL 2 and Middle School Counselor worked closely to ensure that our rising 9th grade scholars will be placed in the appropriate ELA/Math course for the 23-24 school year. We used EOG results from the 2021-2022 to assist in placement.				
8/9/22	MS Transition Needs Assessment Survey will be conducted 5th and 8th grade students to schedule into classes for the following school year and High school courses. (EVAAS)		Shamika Cole	06/07/2024
<p><i>Notes:</i> A Needs assessment survey was not conducted with rising 6th and 9th grade scholar families. As we met weekly with grade levels, which included our Parent Liaison, CIS Coordinator, and Social Worker, we were aware of the support our families needed. If there was additional support a family needed in reference to transition, either the scholar or parent made me aware of this and our Middle School Counselor assisted them.</p> <p>WCHS Counselors visited our school on 03/28/23 to review the 9th grade course card with each scholar attending their school for the 23-24 school year. They also shared information with scholars on what to expect their freshman year in HS and what is expected of them in order to graduate.</p> <p>On 04/20/23 rising 9th grade scholars participated in WCHS's Rising 9th grade Celebratory Event at the high school.</p> <p>School Choice Program Fair took place on 11/30/22 for rising 9th grade</p>				

scholars.
About 6 HS choice programs came out to speak with scholars about their program in order to provide scholars with information before the lottery window opened.

Attended a workshop for Course scheduling at Waddell HS 12/8/23 to prepare rising 6th and 9th grade scholars for transition.

NW School of the Arts Coordinator came to speak with rising 9th grade scholars on 12/15/23 to provide information about the program and their different arts departments.

School Choice Lottery Process lesson conducted with rising 6th and 9th grade scholars the month of January 2023. Information was shared via Parent Square and flyers were sent home to share information with parents on how to prepare their scholars for middle school and/or high school.

Attended HS vertical team meeting in the month of January 2023 for WCHS and Harding HS.

Rising 9th grade parent night was held on 01/11/23 in order to provide parents/guardians with information to prepare their scholars for HS. The Principal of Harding HS attended and spoke to parents/guardians as well about their programs offered.

For rising 6th and 9th grade scholars, I conducted a lesson entitled, Middle School and Your Success and High School and Your Success the month of March 2023 .

Conducted High School and Your Success for rising 9th grade scholars. Student Placement letters were sent home at the end of January 2023 to share what middle and high schools scholars would be attending for the 2023-2024 school year.

Middle school and high school preparation lessons were conducted for rising 6th and 9th grade scholars in the month of March 2023.

9/21/23 Conduct magnet information meetings with students (Performance Learning Center, CATO Early College, etc.) to provide students with information about other CMS High School opportunities based on student interests. (SEL)

Shamika Cole

06/09/2024

Notes:

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
<i>Initial Assessment:</i>		At the end of June 2023, we were informed that we did not meet growth. Moving forward, we have created a new ILT team with updated structuring based around Get Better Faster. This structure includes: several new ILT members, weekly meetings, walk-throughs, Get Better Faster (Relay) Scope and Sequence, as well as individual Coaching meetings held by Admin. We will discuss and assign roles and responsibilities for all ILT members. During the staffing process for 2023-2024 school year, the Admin team determined the best use for Title 1 funds was to employ MCLs, Expanded Impact Teachers and a Science Facilitator.	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		When this goal is fully met, the ILT members will have clear expectations and procedures in place for implementing the Coaching model. When this is fully implemented, MCLs, Coaches, and Facilitators will take ownership of lesson planning and analyzing of data. Coaches will be fully trained and equipped with the skills to successfully provide bite-sized and intentional feedback as well as providing modeling during Coaching sessions. Coaches will meet bi-weekly with Admin to ensure accountability and proper coaching techniques are being facilitated and implemented.		Rolando Parkins	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	9/14/23	ILT will meet weekly with an intentional agenda that reviews coaching and instructional collaboration based on Relay and Get Better Faster Action Steps via Classroom Walks. (EVAAS)		Rolando Parkins	06/15/2024
Notes:					

Core Function:		Dimension B - Leadership Capacity			
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>		During the 2023-2024 school year, each grade level and content team has weekly planning time, as well as, each teacher has at least one individual planning day to pre-plan each week. Afternoon and Morning duties are assigned and responsibilities are detailed in the staff handbook. We have developed into the Master Schedule specific times allotted for teacher planning to work directly with their Coach and to create the opportunity to vertically plan. Mondays are for MTSS, Tuesdays are for ELA and Social Studies, Wednesdays are for individual planning, Thursdays are for Math and Science, and Fridays for the support team/grade level meetings. An opportunity we created this school year was to hire MCLs to facilitate planning and Coaching to support our biggest focus areas. MCLs were hired for Middle School math and ELA, and K-4 math. We continued to hire our Literacy Facilitator to focus on K-3 literacy as well as Expanded Impact Teachers to support Kindergarten and 4th grade ELA. During the 2022-2023 school year, we had 9 teacher vacancies, which led to our decision to fill all vacancies for this school year as well as hire a Science Facilitator to focus on 5-8 Science, which is an area in which we need to grow proficiency school wide.	Limited Development 09/25/2017		
<i>How it will look when fully met:</i>		Coaches will provide administration with access to planning notes via google drive. Coaching with fidelity will be monitored throughout the school year as admin will attend planning sessions with coaches monthly as well as Coaching sessions bi-weekly with ILT. During ILT meetings, the Admin team has developed an agenda to focus on instruction, data and dive into the Get Better Faster Model. With Title 1 funds, our ILT team will attend future Professional Development. In the summer of 2023, a team of 9 Thomasboro staff members attended UnBound Ed, which we will monitor and implement strategies of high student engagement within teaching and learning.		Lauren Stefaniak	06/15/2024
Actions			0 of 3 (0%)		
	10/22/18	Each coach will meet with administration at least one time bi-weekly to discuss case load and action steps. (EVAAS)		Lauren Stefaniak	06/15/2024
<i>Notes:</i> Coaching load is divided between Parkins and Stefaniak.					
	10/22/18	Google drive trackers are monitored weekly during admin meeting. (3rd ELA, 8th Math)		Lauren Stefaniak	06/15/2024

Notes: Parkins, Stefaniak and Rooks meet Friday mornings at 9am to discuss trackers and the support of each coach as well as teacher action steps to ensure alignment with what is seen in the classroom during walkthroughs and formal observations.

10/22/18 Morning and afternoon duty rosters are monitored by administration. (FAM-S)

Lauren Stefaniak

06/15/2024

Notes: If teachers are not on duty, they are required to meet with administration. This is to ensure safety of students at all times. If they are going to miss the duty spot, they must notify administration so that another staff member can be placed in their location for safety reasons.

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
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Initial Assessment:

During the 2022-2023 school year, we have met our SIP goals targets. Coaches met and provided feedback weekly. 100% of the time, coaching agendas were monitored by admin and presented during weekly ILT meetings. 80% of Math 1 students were proficient on End of Course assessment. 65% of students met their projective growth on MAP testing from Fall to Spring in math and ELA. According to unofficial EOG data, in math, 62.5% of Thomasboro math classrooms exceed EVASS projected percentages on the End of Grade testing. Our EOY EOG data is as follows: 3rd grade ELA grew from 17.20% to 23.20% with a change of 6%. 8th grade Math did not meet projected growth with a decrease from 33.30% to 21.00%. One of the challenges we faced was not having a certified teacher in 8th grade math and then having a Guest Teacher in that position throughout the school year. Challenges that we are facing are student behaviors, student attendance and curriculum implementation. Opportunities that are available to meet these challenges are Summer PD's on curriculum implementation along with behavior and attendance incentives will be done monthly and quarterly. Another opportunity for growth will be fulfilling all of the certified teacher vacancies for the 23-24 school year to ensure the best instruction for our students.

During the 2023-24 school year, the Instructional leadership team will provide K-8 core teachers with ongoing monitoring and direction to ensure that 100% of their lessons are aligned to meet the demands and rigor of the standards. This monitoring will be captured in coaching meetings with each teacher/coach as well as with each coach/coach. Coaching caseloads are implemented from the Principal and AP to the coaches. Each coach meets and provides feedback to each teacher weekly. This feedback is monitored by the admin coach which will consist of Get Better Faster action steps. For the 23-24 school year, we will continue to facilitate bi-weekly and quarterly data dives with our coaches on the ILT and teachers.

Limited Development
08/09/2022

How it will look when fully met:	<p>Coaches will share observation & feedback trackers with administrators.</p> <p>Thomasboro's Action Planning Template</p> <p>Calibrate as a ILT and perform monthly walk through</p> <p>Complete the Thomasboro Walk-Through Observation Form</p>		Rolando Parkins	06/15/2024
Actions		0 of 3 (0%)		
8/9/22	Coaches trackers are monitored weekly in admin meeting with AP/Principal and utilized to positively impact instruction in the classroom. (EVAAS)		Rolando Parkins	01/24/2024
<i>Notes:</i> Coaches submit their weekly coaching logs and trackers. EVAAS review with Coaches and teachers				
8/9/22	ILT meetings to discuss problems of practice, data, highest leverage action steps, and conduct walkthroughs with peers on the ILT. We will have exemplar coaching sessions to view on video and share glows and grows with coaches using the Get Better Faster resources. (EVAAS, Title I)		Rolando Parkins	06/07/2024
<i>Notes:</i> ILT Meetings will be conducted weekly. Walk-throughs will be conducted to calibrate action steps and glows and grows.				
9/21/23	Principal meets regularly with coaches to assess progress of actions steps related to core instruction, MTSS practices, student behavior, and SEL implementation to ensure fidelity. (Aligned to monitor FAM-S, EVAAS)		Rolando Parkins	06/09/2024
<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
<i>Initial Assessment:</i>		<p>Reviewing the data from the 2022-2023 school year, we realized that we needed to change the structure of the Middle School teacher allotments. We increased the 6-8 teams to from 3 to 4 teachers to decrease class sizes and focus on management and instruction. During ILT meetings, the Coaches are required to bring data to the quarterly meeting to review the progress that is being made. An opportunity that we see will implement this year will be that Coaches will complete weekly walk-throughs using the Core Action feedback form. This data will be reviewed and discussed in Coaching meetings as well as in ILT to calibrate our feedback and expectations. Coaches are required to use the Get Better Faster Scope and Sequence as well as script out their "Effective Feedback Form."</p>	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		<p>When this goal is fully implemented, our staff will be completely fulfilled in the Middle School grade levels with four-teacher teams. This will continue to decrease our discipline/management deficits by also implementing the school-wide discipline hierarchy. When fully implemented, teachers will be able to independently internalize lessons based upon successful Coaching sessions. In addition, teachers will utilize Do Nows and Exit Tickets to assess the effectiveness of their instruction as well as summative assessments to monitor progress towards grade level standards. When a student does not demonstrate appropriate growth after consistent implementation, the team will reconvene to determine what additional strategies are needed.</p>		Rolando Parkins	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	9/14/23	Coaches will meet regularly with their content teachers as well as their bi-weekly coaching sessions with Admin. (EVAAS)		Rolando Parkins	06/15/2024

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>During the 2022-2023 school year, we had a high teacher turnover during the incoming summer. The Admin team worked hard to fill positions but due to the teacher shortage we began the year with 9 teacher vacancies. With the employment of 3 Guest Teachers, we were able to fill a few of those positions but were unable to provide adequate and substantial instruction. Coaches and MCLs taught 5 grade levels in math and provided daily sub plans to cover split classes. An opportunity we faced in the 2023 summer, we attended the in person job fair. We were able to meet qualified teachers looking for Title 1 employment as well as certified staff. We filled our 8 vacancies in classroom content areas and employed 3 full-time certified EC teachers. With the continuous recruitment implemented from the Admin team throughout the summer, we were able to interview numerous candidates leaving only 2 classroom teacher vacancies open and 2 Middle School elective positions unfilled. During the Spring, Principal Parkins encouraged staff to enter the Teacher Leader Pathway with their past and current data, to qualify for the extended monies positions such as Expanded Impact and MCL. Providing this incentive and reward has encouraged teachers to return to Thomasboro for the next school year and to rewarded for their hard work.</p>	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		<p>When fully implemented, all classroom vacancies will be filled for the current school year. Our ILT team will continue to recruit by word of mouth and attending virtual and in person job fairs conducted by CMS. Teachers will continue with their TLP status to ensure that they are maximizing their strengths and providing high level engaging instruction to our students.</p>		Lauren Stefaniak	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	9/14/23	Attend all CMS Job Fairs to recruit qualified candidates for Thomasboro Academy. (Teacher Retention)		Lauren Stefaniak	06/15/2024
Notes: Virtual and In-person job fairs					

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>Within the 2023-24 school year, our school identified the following inequities, student engagement, academic resources, and teacher feedback/coaching. As a result, our school plan to mitigate the inequity by attending Get Your Teach On, the Ron Clark Academy and Relay. Research supports that when students are engaged, motivated, and immersed in an experience, their ability to retain information increases significantly. Teacher going to Get your Teach On will learn how to engage students. Ron Clark Academy will give professional development for teachers to complete a unique, immersive experience where they observe classes in session, thus giving a deeper understanding of our strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and creating a climate and culture that promotes success. Relay will be used to provide to immediate feedback to teachers to help with management and rigor in the classroom.</p>	Limited Development 09/14/2023			
<i>How it will look when fully met:</i>		<p>When this is fully implemented, our House system will be in full swing with guaranteed house activities days to build culture. Many staff members will have the opportunity to have attended a PD such as UnBound Ed, Relay, Get Your Teach On, or the Ron Clark Academy. The House System will continue to build high engagement, self-motivation and prioritize student instruction within this model. Thomasboro will partner with THRIVE to provide out of school tutoring based on the needs of our students.</p>		Rolando Parkins	06/15/2024	
<i>Actions</i>			0 of 1 (0%)			
	9/14/23	<p>Within the 2023-24 school year, our school identified the following resource inequity, instruction/training, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches. (EVAAS, Math 8, 3rd ELA)</p>		Rolando Parkins	06/15/2024	

Notes:

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	

Initial Assessment:

During the 2022-23 school year, we met our SIP goals targets. One of our goals is to increase parental involvement and communicate with the importance of the curriculum at home. Some successes we have had this year are the ongoing and new community partnerships that we have with Churches, local business and National Companies (Bank of America, Clancy and Theys, Classroom Central, Sheriff's Department, St. Luke's, Elizabeth Lane ES). We voted in a new Board for PTSA and now have a board that is active with a parent president, vice president, parent treasurer and secretary. Open house and Curriculum night were held at the beginning of the school year and attendance was very high. We would like to keep the high levels of involvement as much as possible. It is an expectation that teachers are communicating regularly to parents about their child's individual academic process and trackers are being used to document. There are also home visits for students with absences of 5 or more days of school. Letters are printed and worked on by the Social Worker and Family Advocate. This school year, we bought the communication platform Parent Square with Title 1 money to increase our communication with all families. This platform registered all parents and communicates with them in the language of choice. A challenge we have faced is consistent parental involvement, support in numbers so the same 3 parents are not the only ones planning/hosting all of the events as well as bilingual support within the community.

An opportunity that we have for the 2023-2024 school year is that we have hired a Bilingual Family Advocate to assist with our increasingly ML population.

For the 2023-2024 school year, we plan to hold several events for our families where all of our partners were involved. Our community partners were at most events to show their support for our students and families. These events included: First Day of School, Mentoring groups, Volunteer Breakfast, Reading Bus, Books on Wheels, Weekly reading groups, eating lunch with students, Classroom Central donations at the BOY and throughout the school year, Field Days, Bikes for Christmas, Presents for the K-2 students, STEM Night, Fall Festival, Black History Month, Career Day Fairs, weekly Friday treats for students and staff, Stock the classrooms and Teacher Appreciation week. All of our partners have helped in various ways and our partnerships have continued to grow. We are continuously trying to get all of our families

Limited Development
08/09/2022

involved, with a concentration on our bilingual families.

For the 2023-2024 school year, all of our teachers and staff will use the Parent Square platform for all communication. This creates an opportunity for consistency for our families. Another opportunity for collaboration with families will be to implement another family AVID night so our students and staff can showcase the skills they are learning during the school day that is setting them up for CCR success.

How it will look when fully met:

The following have scheduled for parental involvement opportunities

Open House Week

PTA meetings (monthly)

AVID Family Game Night

Food Pantry (monthly) 2nd Tuesday of the month

Multi-Cultural Day

Parent teacher conferences (October and as needed)

Black History Program February

Doughnuts for Dad February

Spring Fling April

SIT meetings (monthly)

Staff Culture- (monthly)

Muffins for Moms May

Fall Festival

Career Fair

Rolando Parkins

06/15/2024

Actions

0 of 6 (0%)

8/9/22	Teachers will utilize ParentSquare to alert parents of upcoming events, academic assessments and field trip information. Administration will utilize the school website, Facebook, Instagram, and Connect Ed messages. (SEL, Parent surveys and Panorama)		Rolando Parkins	01/24/2024
<p><i>Notes:</i> Parent Square was purchased and utilized daily and weekly. We will continue to use this platform for the 23-24 school year.</p> <p>All social media outlets are ran by one staff member so the posts are up to date and accurate with events.</p>				
8/9/22	We will incorporate ParentSquare to our communication with our parents. Thomasboro Facebook and Instagram pages created to share important information as well as get parents/students involved in Fun activities. Tiger Wear Tuesday-share pictures in Thomasboro Academy shirts, "Fur baby Friday" share pictures of your pets with us, College Fridays share pictures of college shirts, etc.) (SEL, Panorama and parent surveys)		Rolando Parkins DOE 9/7/22	06/07/2024
<p><i>Notes:</i> Parent Square is used by all staff members to relay messages and important information to parents and families.</p> <p>Social media is updated as needed with important information.</p>				
8/9/22	Parent involvement with school choice support for the upcoming school year. Parents were offered windows of time to come to the school over the course of a week in January to utilize our laptops/wifi and receive assistance from the counselors and social worker to apply to a magnet school choice for the upcoming year. This was geared toward 8th grade students moving to high school. (SEL, Panorama and Parent Surveys)		Rolando Parkins DOE 9/7/22	06/07/2024

Notes: School Choice Program Fair took place on 11/30/22 for rising 9th grade scholars.

About 6 HS choice programs came out to speak with scholars about their program in order to provide scholars with information before the lottery window opened.

Attended a workshop for Course scheduling at Waddell HS 12/8/23 to prepare rising 6th and 9th grade scholars for transition.

NW School of the Arts Coordinator came to speak with rising 9th grade scholars on 12/15/23 to provide information about the program and their different arts departments.

School Choice Lottery Process lesson conducted with rising 6th and 9th grade scholars the month of January 2023. Information was shared via Parent Square and flyers were sent home to share information with parents on how to prepare their scholars for middle school and/or high school.

Attended HS vertical team meeting in the month of January 2023 for WCHS and Harding HS.

Rising 9th grade parent night was held on 01/11/23 in order to provide parents/guardians with information to prepare their scholars for HS. The Principal of Harding HS attended and spoke to parents/guardians as well about their programs offered.

8/9/22 PTA will create events to enhance home/school connection (Ie. Family Matters Dance, Fall Festival, Cookouts, Garage Sale, School Carnival, etc). (SEL, Panorama and Parent Surveys)

April Straite

06/07/2024

Notes: Events held by the PTA this school year:
Fall festival, Volunteer breakfast, Chill N' Grills, School Carnival, Field Days, PTA Meetings with Dinner and snacks provided, Quarterly Ice Cream Parties for students, Breakfast for quarterly celebrations, bake sales)

We will continue to add events for the upcoming school year

9/21/23 At Curriculum Night a Basic 1 pagers provided to parents for curriculum to be covered for first semester. A second curriculum night will take place in January/February to cover second semester curriculum with parents. (SEL)

Rolando Parkins

06/09/2024

Notes: "Each session will provide a 1 pager for each subject/grade level that can be reviewed by parents that have students in multiple grade levels. Translation will be completed for those that need it and translators will be requested as well"

9/21/23 Develop parent and student friendly at home resources to support students across tiers. Resources are shared with parents during curriculum nights and in MTSS meetings. Multiple modes of communication will be used to increase parents involvement in students' MTSS meetings to ensure parents are involved in the decision making process. (EVAAS, FAM-S 3)


Vontraciya Davis

06/09/2024

Notes:


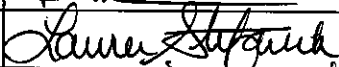
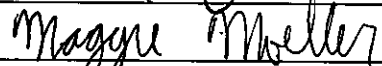
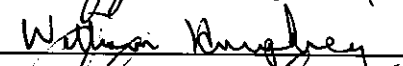
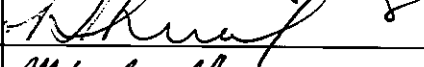
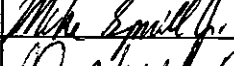
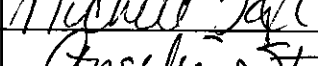


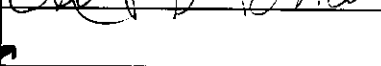
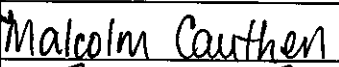



Principal Attestation

My signature verifies that I adhered to the aforementioned statutory requirements. The 2023-2024 School Improvement Plan was voted on by staff secret ballot on 8/30/2023.

Principal Name	Rolando Parkins	Principal Signature		Date	9/18/23
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School Improvement Team Member Approval for the 2023-2024 SIP and Safety Plan

My signature verifies that I am a voting member of the School Improvement Team and that I have reviewed and approve the 2023-2024 School Improvement Plan and Safety Plan.

SIT Team Member Name	SIT Role/Representative <small>*Please identify what seat or group this member is representing. See examples below.</small>	SIT Team Member Signature	Date
1. Rolando Parkins (DOE 2022)	Principal		9/7/23
2. Lauren Stefaniak (DOE 2022)	AP Representative		9/5/2023
3. Maggie Moeller (DOE 2022)	Instructional Staff-2nd Grade Teacher		9/5/23
4. William Humphrey (DOE 2022)	Instructional Support Staff-Social Worker		9/5/23
5. Domanique Turner (DOE 2022)	PTA/PTO/PTSA President/Designee		9/21/23
6. Mike Spruill (DOE 2022)	Parent		9/14/23
7. Michelle Taylor (DOE 2023)	Parent		9-19-23
8. Angelia Steele (DOE 2023)	Parent		9/7/2023
9. Erin Trobaugh (DOE 2022)	Parent		20230907
10. Emily Foster (DOE 2022)	Parent		9/28/2023
11. Malcolm Cauthen (DOE 2023)	Parent		9-5-23
12.			
13. Veronica Spikes (DOE 2022)	Instructional Staff - 8th Grade Social Studies Teacher		9-5-23
14. Alyscia Foster (DOE 2022)	Instructional Staff - Middle School EC Teacher		9-7-23
15. Millicent Walls (DOE 2022)	Teacher Assistant-Kindergarten		9/7/23