

Comprehensive Progress Report

Mission: We, the staff of East Iredell Middle School, are committed to providing a high quality education in a safe, positive environment so our students will become life-long learners and leaders in a digital, global society. Our Vision: EIMS: Where every child has a dream and all staff help them achieve it.

Vision: EIMS: Where every child has a dream and every adult gives them the tools to achieve them.

Goals:

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1. All students will receive research-based interventions, curriculum supports, and/or challenging enrichment in order to gain at least one year's growth in reading and math.
2. All students will abide by the social contracts established in each classroom.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>			Each subject/grade level PLC is required to reserve Wednesday as a "protected planning day." This day is reserved for creating quality lesson plans. Teachers are supported by administration, Instructional Facilitators, and/or district coaches. Teachers create and receive unit plans from teacher leaders which are made as part of Curriculum Review Week. The district selects teachers for Curriculum Review Week that have proven success in the classroom to develop these units. Teachers are expected to adhere to the district pacing guides. We recognize that we need to work on vertical alignment and alignment to standards. We also recognize that the units developed in Curriculum Review Week need to be reviewed for lesson plan design/alignments, pacing, scope and sequence.	Limited Development 10/03/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully met, our plans will be developed in a way that meets the following: Development: -Grade Level and/or subject PLCs will meet to share research, resources, ideas, and share solutions. In addition to reevaluating any existing units, this team of teachers will also use a strong vetting process to ensure that new units are aligned to the standards, student needs, and research. According to Redding (2007) these teachers will need to build these units using a wide variety of resources such as curriculum guides, textbooks, commercial materials, teacher-created resources. These plans should be created and taught by everyone teaching that particular grade level and subject. This team will: 1. Determine the concepts, principles, and skills that will be covered within the unit. 2. Identify the standards/benchmarks that apply to the grade level and unit topic. 3. Develop all objectives that clearly align to the selected standards/benchmarks. 4. Arrange the objectives in sequential order. 5. Determine the best objective descriptors. 6. Consider the most appropriate elements for mastery and constructs criteria for mastery. 7. Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. (p. 103) Special Education: Special Education teachers need to be an integral part of this PLC in order to help teachers build capacity for differentiating instruction and for building units that include standards related to the IEP of their students with disabilities. English Language Learners: In the same way that Special Education teachers help to build capacity, ELL teachers on these teams work the same ways. Teachers will use research-based strategies, such as SIOP, to build language skills for ELL students. With our student population having deficits in vocabulary, the strategies to reinforce language development will help all of our students.			Leigh Brown	06/07/2019
Actions			18 of 20 (90%)		
10/16/16	Teachers will receive training on Ready and iReady.		Complete 06/06/2017	Tonya Houpe	06/08/2017
Notes: Teachers received training at the beginning of the year and have received multiple district trainings through Early Release Days. We also had a formal training on 1/10/17.					
10/16/16	Departments will create plans for implementing Ready and iReady. These plans will include how this program will be used during Knight Time and the CREW (intervention) classes.		Complete 09/21/2016	Leigh Brown	09/21/2016
Notes:					
10/16/16	Students will take initial Diagnostic Tests in iReady.		Complete 09/21/2018	Lisa Brooks	09/21/2018

<i>Notes:</i>				
10/16/16	Grade Level PLCs will determine the best path to Ready implementation.	Complete 09/20/2016	Leigh Brown	09/21/2016
<i>Notes:</i> The grade level and subject PLCs will determine how to support the instructional units with the Ready materials. This will be reviewed throughout the year as we learn how to best implement this new program.				
10/16/16	The Admin Leadership Team will review how often the iReady program is being used during weekly meetings.	Complete 06/06/2017	Tonya Houpe	06/08/2017
<i>Notes:</i> This is ongoing.				
10/16/16	Students will take the next Diagnostic test.	Complete 05/03/2017	Natalie Kelly	05/03/2017
<i>Notes:</i> Diagnostic 2 was given 1/25/17. Diagnostic 3 given on 5/3/17				
10/16/16	The School Improvement Team will review the Diagnostic data and determine the appropriate next steps.	Complete 05/16/2017	Leigh Brown	06/06/2017
<i>Notes:</i> 10/4/16-Discussed results from Diagnostic 1 1/31/17-Discussed results from Diagnostic 2 5/16/17-Discussed results from Diagnostic 3				
10/16/16	The Departments and/or Grade level PLCs will review lesson plans and provide feedback to teachers.	Complete 06/06/2017	Pam Bumgarner	06/08/2017
<i>Notes:</i> This ongoing weekly during PLCs.				
9/22/17	In Department Meetings, all teachers will use Backward Design to review unit plans, offer feedback, and review results.	Complete 09/26/2017	Vance Goode	09/26/2017
<i>Notes:</i>				
9/22/17	All ELA and Math teachers will use the units developed in Curriculum Review Week to implement the Ready program with fidelity.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
<i>Notes:</i>				
9/22/17	All teachers with unit plans developed by Curriculum Review Week teachers will use the plans as their main lesson plans, although they will need to add to these plans.	Complete 09/29/2017	Vance Goode	09/30/2017
<i>Notes:</i>				
9/22/17	6th Grade ELA, 6th Grade Math, and 7th Grade ELA will analyze the NC Check In Data and make course corrections based on Data.	Complete 02/06/2018	Dawn Hennessey	02/27/2018
<i>Notes:</i> 11/7/2017 NC Check In Data analyzed during PLCs. 2/6/18 Data analyzed.				

9/22/17	Diagnostic Data, Check In Data, and Fitnessgram Data will be reported to SIT.	Complete 10/03/2017	Vance Goode	10/03/2017
<i>Notes:</i>				
9/22/17	All teachers will develop plans that begin with the skills tested in an assessment, and then plan lessons accordingly through a backward Design Approach.	Complete 10/31/2017	Vance Goode	10/31/2017
<i>Notes:</i>				
9/22/17	Teachers will administer Diagnostic assessments in iReady.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
<i>Notes:</i>				
9/22/17	The admin Leadership Team will monitor iReady usage during weekly Leadership Team PLC meetings.	Complete 09/29/2017	Tonya Houpe	09/30/2017
<i>Notes:</i>				
9/22/17	Teachers will administer Baseline Assessments for Science and Social Studies.	Complete 09/29/2017	Dawn Hennessey	09/30/2017
<i>Notes:</i>				
9/22/17	Science and Social Studies teachers will report test results to SIT.	Complete 10/03/2017	Vance Goode	10/03/2017
<i>Notes:</i>				
9/20/18	Teachers will attend professional development in their assigned content area.		Tonya Houpe	08/20/2018
<i>Notes:</i>				
9/20/18	Administration will conduct classroom walk throughs to ensure that pacing guides and district expectations are being followed.		Tonya Houpe	11/06/2018
<i>Notes:</i> Classroom walk throughs will occur weekly. This process will be reviewed by the target date.				
Implementation:		02/06/2018		
Evidence	2/6/2018 11/7/2017 NC Check In Data analyzed during PLCs. 2/6/18 Discussed results from Diagnostic 2. 6/6/2017 10/4/16-Discussed results from Diagnostic 1 1/31/17-Discussed results from Diagnostic 2 5/16/17-Discussed results from Diagnostic 3			

<i>Experience</i>	2/6/2018 2/6/18 Improvement shown from initial test. 6/6/2017 Results of Diagnostic Tests showed improvement from initial test.			
<i>Sustainability</i>	2/6/2018 2/6/18 Continue to analyze data and make adjustments to instruction. 6/6/2017 Continue to adjust instruction based on results from test and also make changes in Knight Time remediation groups as necessary.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	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:	<p>We offer different tiers of support in the classroom, as we follow MTSS. Our teachers uses the Ready program in conjunction with standards-aligned instructional units to deliver core instruction. Our students also have access to the iReady program, which is an online program that tailors lessons to individual student needs. This program is an integral part of our Tier 1 Core Instruction. For Tier 2, we provide intervention time for one hour per day. Teachers focus on reading and math gap areas during this time. We also provide another layer of support, as our Tier 3, for students needing the highest level of instructional support. This class, Curriculum Assistance, provides students with time to work on goals as identified by their core teachers.</p> <p>This year, a major focus of our work will be to develop, monitor, and track the effectiveness of the Tier 2 interventions. Grade level teams have been tasked with using data to group students, create lessons based on instructional gaps, and to deliver small group instruction using research-based intervention strategies.</p> <p>Teacher data is reviewed in post conferences, along with the lesson that was observed. The principal and assistant principal review this data and observations to form a conversation about improvement. The initial observation and post conference help to drive the conversation for the teachers' Professional Development Plans. Professional Development Plan conversations begin at the summative conference from the prior year and are further discussed at the first post conference. These plans are based on the teacher's personal goals for professional growth and feedback given at the post conference.</p>	Limited Development 10/04/2016		
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	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>1. PLCs will ensure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards, as identified by the district pacing guides when provided. PLCs will create units of instruction, complete with formative assessments, and evaluate these plans as a PLC and/or department. (This goal is outlined in A 2.04)</p> <p>2. Knight Time teachers will provide personalized instruction based on the identified instructional gaps as evidenced by information gained from iReady diagnostics, NC Check-ins, benchmark assessments, and student work samples.</p> <p>3. Curriculum Assistance teachers will work in conjunction with core teachers to provide support to students who are identified as failing 3 or more classes.</p>			Tonya Houpe	06/07/2019
Actions			8 of 13 (62%)		
12/6/16	The Administrative Leadership Team will establish a plan for Professional Development based on teachers' needs.		Complete 01/31/2017	Tonya Houpe	06/08/2017
Notes: The plan was completed and is on file and in principal's office.					
9/29/17	Students at-risk for failing grades, attendance, and/or behaviors will be named during monthly Team PLCs.		Complete 09/19/2017	Becky Rader	09/19/2017
Notes:					
9/29/17	Identified students will be referred to their Advisory Teacher to monitor. Monitoring may include Check and Connect, referral to Core Team, and/or referral to admin for The Dream Big Group.		Complete 10/31/2017	Becky Rader	10/31/2017
Notes:					
9/29/17	At the end of the 1st quarter, failures from each grade level will be identified and added to the monitoring list, if not already on the list.		Complete 11/15/2017	Tonya Houpe	11/15/2017
Notes:					
9/29/17	6th Grade failures will receive a one on one session to determine how we can get the child back on track.		Complete 01/30/2018	Natalie Kelly	01/30/2018

Notes: -At this time there are no 6th graders that are failing 3 or more core classes. Students will continue to be monitored.
 -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
 -All 28 students received a change in schedule to provide curriculum assistance with 2 teachers, for one hour per day
 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17 7th grade failures will be placed in the Dream Big group.

Complete 01/30/2018

Tonya Houpe

01/30/2018

Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
 -All 28 students received a change in schedule to provide curriculum assistance with 2 teachers, for one hour per day
 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17 8th grade failing students will be placed in the Dream Big group.

Complete 01/30/2018

Tonya Houpe

01/30/2018

Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
 -All 28 students received a change in schedule to provide curriculum assistance with 2 teachers, for one hour per day
 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/29/17	The Dream Big group will complete monthly activities to get them on the right path, including targeted field trips to CATS, MCC, etc.	Complete 01/30/2018	Natalie Kelly	01/30/2018
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Notes: -Met with all 7th & 8th graders that are failing 3 or more core classes. (28 students)
 -8th graders were taught about high school promotion standards and examined their grades to determine how many credits they would have if this were the end of their freshman year.
 -Principal is holding individual conferences with all 28 students to determine the root cause of their poor performance and involving family, counselor, SRO, DSS, nurse, etc as needed.
 -All 28 students received a change in schedule to provide curriculum assistance with 2 teachers, for one hour per day
 -Any students who continue to fail, refuse to work, or disrupt the curriculum assistance class will have a mandatory parent conference to discuss next steps for the student.

Planning to do some field trips to CATS, MCC, etc to get these kids engaged in learning.

9/20/18	Teachers will review historical EOG data, iReady diagnostics, and any other pertinent data to determine which children need enrichment classes or academic interventions during Knight Time.		Lisa Brooks	09/07/2018
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Notes:

9/20/18	Grade Level Teams will homogeneously group students needing intervention and match these groups to the teacher who best grows that level of students according to EVAAS data.		Natalie Spencer	09/21/2018
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<i>Notes:</i>				
9/20/18	Admin will develop a walk through instrument for Knight Time classes based on the best practices for Tier 2 intervention.		Lisa Brooks	09/28/2018
<i>Notes:</i>				
9/20/18	Admin will share the Tier 2 walk through instrument with the SIT.		Lisa Brooks	10/02/2018
<i>Notes:</i>				
9/20/18	Admin will conduct Tier 2 walk throughs during Knight Time classes in order to provide teachers with feedback and improve instruction.		Tonya Houpe	11/06/2018
<i>Notes:</i> This process will be reviewed on the target date.				
Implementation:		03/12/2018		
Evidence	<p>3/12/18 The school's administrative leadership team will make a formal plan for professional development. This plan will be based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. Data from the Dream Big group will be analyzed for student growth.</p> <p>6/6/2017 The school's administrative leadership team made a formal plan for professional development. This plan was based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. I</p>			
Experience	<p>3/12/18 PLCs are improving instruction based on needs. Dream Big groups are improving instruction based on needs.</p> <p>6/6/2017 PLCs are improving instruction based on needs.</p>			

Sustainability	<p>3/12/18</p> <p>PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will continue to create units of instruction. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument. The principal and assistant principal will continue to monitor students who may be failing 3 or more classes to get them into curriculum assistance.</p> <p>6/6/2017</p> <p>PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will create units of instruction, complete with formative assessments, and evaluate these plans as a PLC and/or department. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument.</p>			
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	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:			We are currently in Year 3 of our implementation of Capturing Kids' Hearts. We are still experiencing a high amount of Office Discipline Referrals, costing our students and teachers a loss of instructional time. The CKH process is being loosely implemented, with the bulk of implementation on the discipline model instead of the EXCEL model. We also need to ensure we are following the MTSS behavior processes for students moving into Tiers 2 and 3.	Limited Development 10/04/2016		
How it will look when fully met:			When met fully, all classrooms will show full implementation of Capturing Kids Hearts. This will be evidenced in a decline of office referrals. Other "observables" in the classroom that will suggest full implementation include such things as signed social contracts written by the students, handshakes to greet students at the door, beginning the class with "Good Things" to connect with students, and ending class with a "launch" which is a quote or saying to send students on their way. The Advisory Period teachers will identify students with needs, implement Check In, Check Out as needed, and will identify students who need additional support, either academically or behaviorally. This may be evidenced in PLC notes, referral to the Student Assistance Team, parent conferences, or principal and student conferences. This will require communication among team members, counselors, administration, and parents. Discipline data will also reveal significant decreases in comparison to the data of previous school years.		Bethany Burroughs	06/07/2019
Actions				23 of 25 (92%)		
	10/16/16	All staff will select 12-15 students for Advisory Period.		Complete 08/29/2016	Renee Jewell	08/29/2016
		<i>Notes:</i> 8th grade teachers must choose 6th grade students, 6th grade teachers choose 7th graders, 7th grade teachers choose 8th grade students, and Wheel teachers may choose any student in the school. The Advisory teachers will loop with these children until the students move on to high school.				
	10/16/16	The daily schedule will be extended by 10 minutes per day. Those 10 minutes will be added to the Homeroom period, to create a 20 minute Advisory Period, which will meet every morning between 1st and 2nd period.		Complete 08/01/2016	Tonya Houpe	08/01/2016
		<i>Notes:</i>				
	10/16/16	All staff will receive Capturing Kids' Hearts training.		Complete 08/26/2016	Tonya Houpe	08/19/2016
		<i>Notes:</i>				

10/16/16	Staff will begin the Capturing Kids' Hearts implementation and all classes will create social contracts.	Complete 09/16/2016	Tonya Houpe	09/16/2016
<i>Notes:</i>				
10/16/16	Admin Leadership Team will conduct classroom walk-thoughts to determine how well the CKH model is being implemented in the building. Teachers will receive immediate feedback. Teachers may also receive individual coaching and feedback as needed.	Complete 06/06/2017	Tonya Houpe	06/08/2017
<i>Notes:</i> Office referrals declined this year. Teachers held parent conferences. Classrooms had social contracts in place. Good Things were being discussed at beginning of classes and launches were being implemented at the end of each class. Teachers were coached on a as needed basis. Walk-throughs were not consistent.				
10/16/16	Students receiving 3 discipline notices will begin Tier 2 of the behavioral MTSS model- meaning the students begin the Check-In Check Out process.	Complete 09/30/2016	Natalie Kelly	09/30/2016
<i>Notes:</i> Ms. Kelly will work directly with Mrs. Rader and Advisory teachers on the implementation of Check In-Check Out				
10/16/16	Discipline Data will be compared at the end of each month and reported to SIT.	Complete 06/06/2017	Tonya Houpe	06/08/2017
<i>Notes:</i> Discipline Data has been recorded on a spreadsheet.				
10/16/16	The Core Team will meet weekly to discuss identified students and create a plan for these children.	Complete 06/06/2017	Becky Rader	06/08/2017
<i>Notes:</i> Identification will come from Advisory Teachers, classroom teachers, and Grade Level PLC discussions.				
10/16/16	The Advocate for Every Child goal team will review this plan and determine the appropriate next steps.	Complete 06/06/2017	Renee Jewell	06/08/2017
<i>Notes:</i>				
6/6/17	Admin Leadership Team will continue to conduct classroom walk-thoughts to determine how well the CKH model is being implemented in the building. Teachers will receive immediate feedback. Teachers may also receive individual coaching and feedback as needed.	Complete 06/08/2018	Tonya Houpe	06/08/2018
<i>Notes:</i>				
6/6/17	Teachers will continue to implement CKH and all classes will have Social contracts, Greeting at classroom door, Good Things to begin each class and Launches to end each class.	Complete 06/08/2018	Tonya Houpe	06/08/2018
<i>Notes:</i>				
9/21/17	Advisory Lessons will be created for each grade level for Goal setting, character education/social issues, and global education.	Complete 08/21/2017	Tonya Houpe	08/21/2017

<i>Notes:</i>				
9/21/17	All staff members who did not receive Capturing Kids' Hearts training will be trained.	Complete 06/01/2018	Tonya Houpe	06/01/2018
<i>Notes:</i>				
9/21/17	All staff will create social contracts with each class.	Complete 09/01/2017	Bethany Burroughs	09/08/2017
<i>Notes:</i>				
9/21/17	All teachers will implement the CKH EXCEL model to include handshakes, Good Things, and Launch in every classroom.	Complete 08/31/2017	Bethany Burroughs	08/31/2017
<i>Notes:</i>				
9/21/17	Teachers will establish leadership roles in their classroom.	Complete 04/11/2018	Bethany Burroughs	04/11/2018
<i>Notes:</i>				
9/21/17	Admin will conduct walk-throughs with specific look-fors regarding CKH implementation.	Complete 09/30/2017	Natalie Kelly	09/30/2017
<i>Notes:</i>				
9/21/17	Discipline Data will be reported to SIT monthly.	Complete 10/03/2017	Natalie Kelly	10/03/2017
<i>Notes:</i>				
9/21/17	The CORE team will meet to discuss the identified at-risk children and/or children in Tiers 2 and 3 of the MTSS model.	Complete 09/20/2017	Becky Rader	09/20/2017
<i>Notes:</i>				
9/22/17	Teachers will sign up to create global lessons that align with their unit plan needed for the Digital Global Educator Badge.	Complete 08/25/2017	Tonya Houpe	09/01/2017
<i>Notes:</i>				
9/22/17	All staff will start or continue working toward achieving a Digital Global Educator Badge.	Complete 09/30/2017	Kim Johns	09/30/2017
<i>Notes:</i>				
9/22/17	The Global Champions will determine a recognition process for teachers as they complete a global module.	Complete 11/28/2017	Kim Johns	11/30/2017
<i>Notes:</i> Developed recognition process for teachers as they complete a global module. 1) Pam Bumgarner will inform Kim Johns when a teacher completes a module. 2) Kim Johns will notify Karen Arnette and she will print Global Guru certificate. 3) Certificate and Dress Down Coupon will be put in teacher boxes.				

9/22/17	The school will host 4 school-wide events aimed at building a positive atmosphere: Staff v Students Volleyball, Dance, Staff v Students Basketball, and a Talent Show	Complete 06/01/2018	Bethany Burroughs	06/12/2018
<i>Notes:</i> 11/9/17 Staff v Students Volleyball Game 12/19/17 School Dance 3/29/18 Staff v Students Basketball Game 6/1/18 Talent Show				
9/20/18	Our staff will revisit the processes of CKH via a book study of Teaching with Love & Logic which shares the same principles of CKH.		Tonya Houpe	09/11/2018
<i>Notes:</i> We will discuss this book at every staff meeting (2nd Tuesday of each month)				
9/20/18	Referral Data will be reviewed weekly at Leadership Team Meetings to ensure Tier process are being handled with fidelity.		Becky Rader	09/26/2018
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services,Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.	Limited Development 10/04/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	Objective Met 04/25/17	Tonya Houpe	02/07/2017
Actions						
	12/9/16	Establish team make-up and invite team members.		Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i>						
	12/9/16	Establish timelines, meeting dates and agenda expectations.		Complete 09/06/2016	Kelly Cooper	01/13/2017

<i>Notes:</i>				
12/9/16	Develop team mission/vision.	Complete 09/06/2016	Jed Stus	01/13/2017
<i>Notes:</i> We, the staff of East Iredell Middle School, are committed to providing a high quality education in a safe, positive environment so our students will become life-long learners and leaders in a digital, global society.				
12/9/16	Determine ground norms.	Complete 09/06/2016	Jed Stus	01/13/2017
<i>Notes:</i> Ground Rules were created 1-Stay focused 2-Respect all opinions 3-Be prepared				
12/9/16	Meeting times/dates/frequency	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> SIT will meet the first Tuesday of every month. Our 2nd meeting will be the 3rd Tuesday of every month.				
12/9/16	Select a “scheduling champion” for the group’s meetings and the method of communication.	Complete 09/09/2016	Jed Stus	01/17/2016
<i>Notes:</i> Kim Johns will be the Process Manager and will work on scheduling meetings and sending copy of minutes to staff with guidance from Dr. Houpe.				
12/9/16	Identify in advance materials/info needed prior to meetings and “meeting materials champion.”	Complete 09/06/2016	Karriker	01/13/2017
<i>Notes:</i> Tonya Houpe				
12/9/16	Identify team member who will collect and distribute additional agenda items.	Complete 09/06/2016	Karriker	01/06/2017
<i>Notes:</i> Tonya Houpe Kim Johns				
12/9/16	Identify meeting facilitator who ensures that we prioritize and address all critical agenda items.	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> Kim Johns				
12/9/16	Determine how we will make decisions – by consensus, vote, or other?	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> Consensus				
12/9/16	Determine under what circumstances and how we will make decisions outside of group meetings? Through e-mail? Are there some decisions that require discussion?	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> Leadership Team can make decisions for SIT if a meeting cannot be called and it is an urgent matter. If meeting cannot be called then decisions will be made via email.				

12/9/16	Determine means of communication for team members who cannot attend the meeting.	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> Meeting Minutes will be emailed.				
12/9/16	Determine what information will be shared through e-mail?	Complete 09/06/2016	Kelly Cooper	01/13/2017
<i>Notes:</i> Agenda Items Celebrate recent successes Review of last meeting's minutes Review of Old Business Indicators to Assess-Create-Monitor Assess Indicators Create Plans and Tasks Monitor (see Tasks Report) Other Business: Action Taken:				
12/9/16	Determine a protocol to use when disagreement with a decision may occur.	Complete 01/13/2017	Melanie Taylor	01/13/2017
<i>Notes:</i>				
12/9/16	Look for any other issues to be addressed and possible solutions for addressing them.	Complete 01/13/2017	Mary Ann Karriker	01/13/2017
<i>Notes:</i>				
12/9/16	Develop review process and protocols for outcomes and accountability measures.	Complete 01/13/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
Implementation:		04/25/2017		
Evidence	4/25/2017 Please see SIT Meeting Minutes for 9/6/16			
Experience	4/25/2017 Some of these tasks were already taking shape so the team had to discuss and make decision to accept.			
Sustainability	4/25/2017 Need to maintain communication of minutes to team, school and district.			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We do have a School Improvement Team that is made up of the principal, assistant principal, instructional facilitator, media specialist, parent, counselor, and a classified representative. Additionally, the chairperson of the 6th grade, 7th grade, 8th grade, and wheel team serve on the SIT. We also have the chairpersons from each of our 4 goal teams and a chairperson from each department on our SIT. We have established bylaws consistent with state requirements for School Improvement Teams. Our SIT meets on the first Tuesday of each month. Our goal teams, which are subsets of the SIT meet on the 3rd Tuesday of each month.	Limited Development 10/04/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When fully met, our SIT will include all of the current members and possibly more parent representatives. Our SIT will continue to meet twice per month. This year, we are continuing the implementation of the Indistar platform to develop a more strategic process for school improvement planning and evaluation of effective practices. This will be evidenced in our SIT and goal team agendas.	Objective Met 11/08/17	Charlotte Dison	06/09/2017
Actions						
	12/6/16	Review 5 Challenges with the staff as defined by our Superintendent: Lesson Design and Alignment, Core Instruction, Authentic Evaluation and Coaching, Advocate for Every Child, and Our Brand. This will become our goal teams for the 2016-2017 school year.		Complete 08/30/2016	Tonya Houpe	08/26/2016
Notes:						
	12/6/16	Teachers will submit their requests for goal team assignment.		Complete 08/26/2016	Vance Goode	08/26/2016
Notes:						
	12/6/16	The principal will assign goal teams based on teacher requests and skill sets.		Complete 08/30/2016	Tonya Houpe	08/30/2016
Notes:						
	12/6/16	Teams (Grade level and Goal teams) will elect chairpersons.		Complete 08/30/2016	Tonya Houpe	08/30/2016
Notes:						
	12/6/16	Once all of the elections have been held, the new SIT will convene and elect a chair and vice chair.		Complete 08/30/2016	Tonya Houpe	08/30/2016
Notes:						

12/6/16	The team will set agendas for the year, setting dates for SIT meetings and goal team meetings.	Complete 09/06/2016	Charlotte Dison	09/06/2016
<i>Notes:</i>				
12/6/16	The team will meet twice per month in order to progress monitor, adapt, and evaluate the plan.	Complete 06/06/2017	Charlotte Dison	06/09/2017
<i>Notes:</i> SIT will include all of the current members and possibly more parent representatives. Our SIT will continue to meet twice per month.				
9/29/17	Elect new representatives.	Complete 08/25/2017	Tonya Houpe	08/25/2017
<i>Notes:</i>				
9/29/17	Schedule monthly meetings for the year.	Complete 10/03/2017	Joyce Lingerfelt	10/03/2017
<i>Notes:</i> Dates have been set for SIT meetings and Goal Team meetings. Agendas will be available after each meeting.				
Implementation:		11/08/2017		
Evidence	6/6/2017 Agendas for each meeting have been logged.			
Experience	6/6/2017 Work with indiStar has been challenging but will be ready to continue for next year's SIP.			
Sustainability	6/6/2017 Strive to get parent representative at each SIT meeting.			

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>			Our school currently has teams for 6th grade, 7th grade, 8th grade, and "Wheel" (elective teachers). We also have a Social Committee that is responsible for staff outings, special events (showers for weddings, births, retirements and holiday parties), incentives and prizes, and well wishes for sickness or death in the family. In addition, we have goal teams that are working on school improvement through the lens of our district focus. The Evaluation and Coaching team is charged with core instruction and lesson planning while working with the principal on observation data and teacher needs. The Advocate for Every Child Team is working to implement Capturing Kids Hearts and Advisory Time. The Branding Team is working to further our global initiative. In addition to grade level and goal teams, our teachers also meet as departments to work collaboratively. We have an administrative leadership team that comprises the principal, assistant principal, counselor, and instructional facilitator.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>			When fully implemented, the current work of our teams will continue with the following improvements: -All team members will equally contribute to the work of the team -Meetings and protected times are honored -The school's professional development plan includes training on leadership -Teachers are recognized for their service on teams.	Objective Met 05/30/18	Kim Johns	06/09/2018
<i>Actions</i>						
	12/6/16		The School's plan for professional development will include leadership development.	Complete 03/16/2017	Tonya Houpe	03/31/2017
			Notes: Kim Johns and Pam Bumgarner attended the School Improvement Planning Workshop. Katelyn Finkbiner, Sarah Johnson, Bethany Fuller, Pam, Tonia Rhodes and Tonya Houpe attended Process Champions of Capturing Kids Hearts Training. OnSite ERPDs			
	12/6/16		Protected Planning will be honored.	Complete 06/06/2017	Tonya Houpe	06/09/2017
			Notes:			
	12/6/16		Agendas and documented work will show every member of the team contributing time, effort, talent, skills, and/or ideas to carry-out plans.	Complete 06/06/2017	Crystal Harris	06/09/2017

	Notes: SIT and Department agendas show documented work with team members participating. PLC teams need to focus on having agendas and keeping them current with minutes and team members contributing.			
6/6/17	Agendas and documented work in grade level will show every member of the team contributing time, effort, talent, skills, and/or ideas to carry-out plans.	Complete 06/08/2018	Crystal Harris	06/08/2018
	Notes: This is something that will be continued next school year.			
9/22/17	Each team will create a social contract for the team.	Complete 09/01/2017	Pam Bumgarner	09/30/2017
	Notes:			

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:			<p>The school's administrative leadership team will have a formal plan for professional development. This plan will take EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans into consideration when planning what professional development is needed and which teachers need to receive the training.</p> <p>The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument. If teachers are deemed to need more intensive support than that of the normal evaluation cycle, the teacher may receive intensive coaching provided a member of the administrative leadership team or be placed on a monitored, directed, or mandatory growth plan.</p>	Limited Development 10/04/2016		
How it will look when fully met:			When fully implemented the principal will be able to monitor classroom instruction and provide timely feedback to teachers.		Tonya Houpe	06/07/2019
Actions				12 of 16 (75%)		
10/16/16			An observation schedule will be created based on district timelines provided by the Human Resources Department.	Complete 08/26/2016	Tonya Houpe	08/26/2016
			Notes:			
10/16/16			Teachers will receive orientation to the evaluation process.	Complete 08/26/2016	Tonya Houpe	08/26/2016

Notes: Any staff hired after 8/26/2016 will receive this training within 10 days of their initial date of employment.

10/16/16	All staff will complete their self evaluation and draft their Professional Development Plan	Complete 09/21/2016	Tonya Houpe	09/21/2016
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Notes:

10/16/16	Progress on evaluation completion will be discussed in Admin Leadership Team meetings.	Complete 05/26/2017	Tonya Houpe	06/08/2017
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Notes:

10/16/16	SIT will review progress and survey teachers to determine the effectiveness of post conference feedback and support.	Complete 05/26/2017	Leigh Brown	06/08/2017
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Notes: More timely feedback is still an area of concern.

6/6/17	The principal will continue to monitor classroom instruction and work on providing timely feedback to teachers.	Complete 06/08/2018	Tonya Houpe	06/08/2018
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Notes:

9/22/17	The principal will conduct training and orientation for all staff to explain their evaluation cycle, the processes for evaluations, and the timeline/schedule for observations.	Complete 08/25/2017	Tonya Houpe	08/25/2017
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Notes:

9/22/17	Admin will review progress toward evaluation completions during weekly Admin Leadership Team PLCs	Complete 09/29/2017	Tonya Houpe	09/30/2017
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Notes:

9/22/17	The principal and assistant principal established set office hours in order to provide one administrator in the office to handle issues while the other administrator is in classrooms monitoring instruction and student behavior.	Complete 07/27/2017	Tonya Houpe	08/28/2017
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Notes:

9/22/17	The Admin Leadership Team will review teacher performance data, observation data, and classroom walkthrough data to determine the highest areas of need for professional growth.	Complete 08/16/2017	Tonya Houpe	08/16/2017
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Notes:

9/22/17	Three areas of professional growth were established. Houpe will lead a group of teachers who need current topics in education and research. Kelly will lead professional development in Engagement Strategies, and Bumgarner will lead sessions on Continuous Classroom Improvement.	Complete 06/08/2018	Tonya Houpe	06/08/2018
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Notes:

9/22/17	After teachers complete Professional Development Plans, the Admin Leadership Team will establish professional development groups to help teachers achieve their professional development goals.	Complete 10/31/2017	Tonya Houpe	11/30/2017
<i>Notes:</i> 10/31/17 Teachers completed PDPs and discussed with Houpe/Kelly				
9/20/18	First round observations will be conducted with a strong focus on CKH implementation, instructional strategies, alignment to curriculum guides, and rigor.		Tonya Houpe	10/26/2018
<i>Notes:</i>				
9/20/18	Teachers will write professional development plans that will incorporate feedback from the 17-18 summative conference, 1st round observation feedback, and personal goals.		Charlotte Dison	10/26/2018
<i>Notes:</i>				
9/20/18	A plan for professional development will be developed to help teachers reach their PDP goals and to help the implementation of CKH		Tonya Houpe	12/01/2018
<i>Notes:</i>				
9/20/18	Differentiated staff development will occur monthly, either at staff meetings or during Team PLCs		Tonia Rhodes	01/02/2019
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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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>			From the District: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development. From the School: We have been addressing school needs with our professional development. Last year, all of our teachers began work toward obtaining their Global Digital Educator Badge. The entire staff was also trained in SIOP strategies last year. These trainings were in response to our struggling reading proficiency scores. Our district also provides professional development aligned to curriculum standards. We need to look further into our results to ensure alignment and rigor.	Limited Development 10/16/2016		
<i>How it will look when fully met:</i>			School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	Objective Met 10/16/17	Tonya Houpe	08/31/2017
<i>Actions</i>						
	12/9/16	Develop schedules for quarterly site visits and data analysis		Complete 01/20/2017	Melanie Taylor	08/31/2017

Notes:				
12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting 2nd quarter.	Complete 08/08/2017	Jed Stus	08/31/2017
Notes:				
12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	08/31/2017
Notes: Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
12/9/16	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/31/2017
Notes: Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
12/9/16	Develop continuum of professional development opportunities.	Complete 08/08/2017	Jed Stus	08/31/2017
Notes: Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				

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:			A spring parent survey revealed a gap in communication and a strong urgency to work toward resolving "middle school drama." A Parent Advisory committee was formed over the summer and these goals were established by that group.	Limited Development 10/16/2016		
How it will look when fully met:			Parents will be fully informed, partners in their children's education.		Heather Leazer	06/07/2019
Actions				10 of 15 (67%)		
	12/7/16	Establish parent conference nights.		Complete 01/17/2017	Tonia Rhodes	01/17/2017
	Notes:		Conducted two rounds of parent conferences			
	12/7/16	Develop a plan to engage parents as an active parent in the school process.		Complete 08/31/2017	Joyce Lingerfelt	08/31/2017
	Notes:					
	9/22/17	Parent nights will be established to educate parents and help them be a partner in their child's career pathway.		Complete 10/17/2017	Heather Leazer	10/17/2017
	Notes:		10/26/17 Fright Fair/Drop in Parent conferences 4:00-7:00 1/31/17 School wide conferences 4:00-6:30			
	9/22/17	Schedule parent conference days.		Complete 09/05/2017	Heather Leazer	09/05/2017
	Notes:					
	9/22/17	Each grade level will establish a Grade Level Remind 101 account to send parents a weekly text about assignments and events.		Complete 08/23/2017	Heather Leazer	08/16/2017
	Notes:					
	9/22/17	Each grade level will have a Remind 101 person responsible for sending a weekly text to parents.		Complete 08/23/2017	Heather Leazer	09/04/2017
	Notes:					
	9/22/17	Establish dates for our 2 Community Speaker Days.		Complete 09/19/2017	Heather Leazer	09/19/2017
	Notes:					

9/22/17	Host 2 Community Speaker Days.	Complete 04/25/2018	Heather Leazer	04/25/2018
	<i>Notes:</i> 11/9/17 Community Speaker Day 4/25/18 Community Speaker Day			
9/22/17	All teachers will secure a speaker for Community Speaker Day.	Complete 04/24/2018	Heather Leazer	04/24/2018
	<i>Notes:</i> 11/8/17 Teachers have secured speakers for Speaker Day on 11/9/17.			
9/22/17	The Admin Leadership Team will develop a Career Pathway Portfolio to provide a continuum of student support for career development for each child.	Complete 10/31/2017	Tonya Houpe	10/31/2017
	<i>Notes:</i> Advisory lessons are being completed.			
9/22/17	School will create and mail a card to community partners, commissioners, school board members, etc. to highlight our successes for the year.		Tonya Houpe	09/28/2018
	<i>Notes:</i>			
9/20/18	Parents volunteered to serve on the Advisory Committee.		Tonya Houpe	07/09/2018
	<i>Notes:</i>			
9/20/18	The school will create a quicker communication method for emergency notifications such as bus issues, evacuations, etc. Separate Remind 101 groups will be established for students, parents, and staff.		Tonya Houpe	08/27/2018
	<i>Notes:</i>			
9/20/18	Admin will talk to parents about the need to stop bullying, drama, and cell phone usage during instruction.		Tonya Houpe	08/20/2018
	<i>Notes:</i>			
9/20/18	Student Advisory Committee will be formed to resolve the middle school drama issue.		Tonya Houpe	10/26/2018
	<i>Notes:</i>			