Comprehensive Progress Report

Mission: SMS Vision: Together, staff, families, and the community will inspire student success by encouraging lifelong learning. SMS Mission: We put students first by building relationships and nurturing the whole student in a safe, caring, and supportive learning environment. We will engage and empower our students to become effective, self-directed learners.

Vision:

Goals:

A 4.06 Strategic Goal: SMS will decrease the total number of ODRs by 20% from 472 in 2016-2017 to 378 by June 2019. Targeted Goal: By June 2018, SMS will decrease the total number of ODRs by 10% from 472 in 2016-2017 to 425 by June 2018.

C 2.01 Strategic Goal:By October 2019, all teachers will meet EVAAS growth and at least 25% will exceed EVAAS growth. Targeted Goal: By June 2018, formal teacher observation summative data will show growth from developing and proficient to accomplished and distinguished.

A 4.01 Strategic Goal: By the end of the 2018-2019, the overall school composite EVAAS will increase by 8 points to 4.01 (exceeding growth) Targeted Goal: By May 2018, all students will show a two year growth in ELA and math based on the iReady diagnostic.

| ! = Past Due Objectives | KEY = Key Indicator |

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Capturing Kids Hearts: The majority of teachers have been trained and we do have 5 process champions who are responsible for coaching teachers in the implementation. The teachers who have not been trained will be in the near future. Not all classrooms are utilizing CKH procedures as they should and we are working to re-focus efforts to ensure this is happening. PBIS: PBIS has been in place at SMS for many years and has been recognized for the quality of it in our school. Teachers consistently give out tickets for positive behavior and drawings are done bi-weekly. There are also school-wide events each quarter to recognize students who have maintained positive behavior. Teachers are trained on PBIS every year, as well as on an as needed basis. The school has established procedures for addressing behaviors in an effort to maintain consistency. Teachers are provided training each year in what misbehaviors should be addressed in the classroom versus those that need to be addressed in the office. Classroom management is guided by PBIS, CKH, and other developed procedures. However, not all teachers consistently hold students to high expectations and follow the procedures with fidelity. Also, not all teachers establish and uphold their own classroom procedures, causing there to be issues with their classroom management.	Limited Development 09/27/2017		
How it will look when fully met:						
Actions						
Notes:						

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	School-level: Core classes take place for all students (tier 1). Remediation takes place during Bulldog time to address tier 2 needs. Data analysis is a high priority, but not all teachers are using data consistently to drive instruction.	Limited Development 10/25/2016		
How it will look when fully met:	Tiered Instructional System description: Tier 1: Instruction: *proactive, preventative, and data-driven *differentiated *progress monitored via universal assessments *is delivered through blended learning with teacher differentiating by process, product, content and/or environment based on needs *is implemented school-wide via whole classroom and small group Tier 2: Academic interventions include: *short-term academic supports *strategic, targeted interventions *school-based MTSS teams *progress monitored 1-2 times per month *foundational skill-building interventions *small group instruction with research-based interventions focused on target areas of deficit Tier 3: Intensive Academic Intervention *MTSS teams *long-term comprehensive support *small group instruction *progress monitoring weekly Evidences: Tier 1 includes: *Data points will include baselines; benchmarks; CFAs; iReady diagnostic and growth monitoring assessments; iReady instructional profiles and disabled instruction alerts; completed 6 point lesson plans will reflect differentiated instruction; classroom observations and walk-throughs; PLC minutes; data day agendas; completed data analyzing and tracking sheets Tier 2 includes: *All Tier 1 evidences *Purposeful small group instruction based on data that is implemented 2-3 days per week and includes foundational skill-building interventions, research-based interventions that are focused on specific deficits, and is progress monitored 1-2 per month Tier 3 includes: *All Tier 1 and Tier 2 evidences *Long-term, purposeful small group instruction based on data that is implemented 5 days per week, focuses on specific deficits, and is progress monitored weekly. Outcomes: *By the end of the 2018-2019, the overall school composite EVAAS will increase -0.81 points to 2.01 (exceeding growth)		Kristen Goodwin	05/29/2020
Actions		**1 of 35 (3%)**		
11/14/16	Communicate vocabulary instruction plan to staff.		Kristen Goodwin	10/09/2018

Notes:	Communicate to all teachers that this goal will focus on using effective strategies for vocabulary instruction in all classrooms. Inform members about school approved strategies we will initially focus on, training that will be provided, and expectations.			
11/14/16	PD on Frayer and LINCS for new staff.		Kristen Goodwin	10/31/2018
Notes:				
11/14/16	PLC best practice sharing of the vocab strategies		Teachers	05/31/2019
Notes:	Include discussion of vocabulary instruction, data, etc., in PLCs at least once per month. ELA: Campbell and Fox Math: Campbell and Kosal Science: Dalton and Paslay SS: Dalton and TBD Wheel: Goodwin			
11/14/16	Goal team will meet monthly to monitor plan progress		Kristen Goodwin	05/31/2019
Notes:	Monitor steps for plan each month and edit as needed. Goal team 1 members will: *Discuss vocab implementation with their departments each month *Discuss inquiry-based instruction implementation with departments each month (science and SS) *Monitor and analyze data on spreadsheets to make sure it is updated and students are showing growth. The following goal team members will come prepared to give updates on the following data: Math--Steele ELA--Tab and Plyler Science--Scott and Taylor Social Studies--Ramseur Wheel--Money and Bobeck Transmath--Waldrup Corrective Reading--Sanchez Bulldog Ready Math--Goodwin Bulldog Ready Reading--Goodwin			
11/14/16	Morning announcements will include a Word of the Day		Angel Dalton	06/08/2019

Notes:	Use essential words to know list to introduce a word to student body daily.				
11/14/16	MTSS team will follow MTSS process, particularly focusing on students who are tier 2 and tier 3, to determine effectiveness of interventions and next steps.			Kelly Campbell	01/31/2019
Notes:	Data Source: Spreadsheet; Lesson plans should reflect remediation based on data Goal Team 1 will review monthly to check Bulldog teacher data sheet completion and student progress. Current status: Bulldog is in currently place for Tier 2 students. District support works on paperwork for Tier 2 students. Currently, we don't have tier 3 intervention processes in place.				
2/8/17	Tier 1 instruction will include data-driven differentiation in all core classrooms.			Content coaches	01/30/2019
Notes:	PLCs will focus on using data to develop activities based on students' needs. PD needs to be determined to assist teachers in effectively using differentiation. Data source: Lesson plans, CWTs, teacher evaluations				
9/1/17	Train new ELA and math teachers in iReady and Ready instruction.			Content Coaches	09/26/2018
Notes:	PD will take place at ERPD for new teachers				
9/1/17	Administer the iReady math fall diagnostic test and analyze data.			Kosal and Leadership	10/05/2018
Notes:	Data source: iReady data reports and completed data analysis spreadsheets Data day will be lead by content coaches (Fox, Paslay, Kosal, TBD) Data will also be analyzed by leadership to determine bulldog class adjustments.				
9/1/17	Administer the iReady math winter diagnostic test and analyze data.			Kosal and Leadership	01/30/2019

	Notes:	Data source: iReady data reports and completed data analysis spreadsheets Leadership will analyze data to make bulldog adjustments.			
9/1/17		Administer the iReady math spring diagnostic test and analyze data.		Kosal and Leadership	05/08/2019
	Notes:	Data source: iReady data reports and completed data analysis classroom spreadsheets Data days will be lead by content coaches.			
9/1/17		Administer the iReady ELA fall diagnostic test and analyze data.		Fox and Leadership	10/05/2018
	Notes:	Data source: iReady data reports and completed data analysis spreadsheets Data day will be lead by content coaches (Fox, Paslay, Kosal, TBD) Data will also be analyzed by leadership to determine bulldog class adjustments.			
9/1/17		Administer the iReady ELA winter diagnostic test and analyze data.		Fox and Leadership	01/30/2019
	Notes:	Data source: iReady data reports and completed data analysis spreadsheets Leadership will analyze data to make bulldog adjustments.			
9/1/17		Administer the iReady ELA spring diagnostic test and analyze data.		Fox and Leadership	05/08/2019
	Notes:	Data source: iReady data reports and completed data analysis classroom spreadsheets			
9/1/17		ELA will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.	Complete 06/08/2018	Traci Fox	06/08/2019

	Notes:	Data source: Lesson plans and PLC agendas Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
9/1/17	Math will utilize district unit plans created by curriculum development leaders that accompany Ready instruction. Weekly PLC discussions and planning will take place to support unit plan use.			Patrick Kosal	06/08/2019
	Notes:	Data source: Lesson plans and PLC agendas Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
9/1/17	The ELA department will regularly discuss and plan the incorporation of Flocabulary to address tier 1 and tier 2 vocabulary.			Angel Dalton	05/30/2019
	Notes:	Data source: Lesson plans and ELA department agendas. Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			

9/1/17	The math department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINCs, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Brandon Steele	05/30/2019
Notes:	Data source: Lesson plans and math department agendas. Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
9/1/17	The science department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINCs, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Scott	05/30/2019
Notes:	Data source: Lesson plans and science department agendas. Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
9/1/17	The social studies department will regularly discuss the incorporation of the Flocabulary and Frayer Model, LINCs, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Hodges	05/30/2019

	Notes:	Data source: Lesson plans and social studies department agendas. Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
	9/11/17	All core teachers will administer district baseline testing and analyze the data to guide instruction.		Content Coaches	10/05/2018
	Notes:	Data source: Baseline test and completed classroom data analysis spreadsheets Data day will be lead by content coaches (Fox, Paslay, Kosal, TBD)			
	9/11/17	All core teachers will administer Check-in Assessment 1 and analyze the data to guide instruction.		Content coaches	11/16/2018
	Notes:	Data source: Completed data analysis spreadsheets Data day will be lead by content coaches (Fox, Paslay, Kosal, TBD)			
	9/11/17	All core teachers will administer Check-in Assessment 2 and analyze the data to guide instruction.		Content Coaches	01/30/2019
	Notes:	Data source: completed data analysis spreadsheets Data day will be lead by content coaches (Fox, Paslay, Kosal, TBD)			
	9/11/17	All core teachers will administer Check-in Assessment 3 and analyze the data to guide instruction.		Content Coaches	04/12/2019
	Notes:	Data source: completed data analysis spreadsheets Data days will be lead by content coaches.			
	9/11/17	Tier 2 math intervention will take place daily in Bulldog time using scaffolded, gap-aligned instruction.		Angel Dalton	06/08/2019
	Notes:	Data source: Lesson plans			
	9/11/17	Tier 2 ELA intervention will take place daily in Bulldog time using Corrective Reading and scaffolded, gap-aligned instruction.		Kristen Goodwin	06/08/2019
	Notes:	Data source: Lesson plans			

9/11/17	All departments, PLCs, and individual classrooms will create data-driven SMART goals that focus on growth for all students.		Kelly Campbell	09/30/2018
Notes:	Goals may be updated throughout the year based on progress.			
9/14/17	The wheel department will regularly discuss the incorporation of the Frayer Model, LINCs, interactive word walls, or Word of the Day to address tier 1 and tier 2 vocabulary		Rick Money	05/30/2019
Notes:	Data source: Lesson plans and wheel department agendas. Dates to check-in: 9/25/18 10/23/18 11/20/18 12/11/18 1/29/19 2/26/19 3/26/19 4/30/19 5/28/19			
9/28/17	Fidelity checks will take place with weekly lesson plan checks and feedback and monthly classroom walk through data analysis.		Angel Dalton	06/08/2019
Notes:	Dates for Goal Team CWT data analysis: 10/3, 11/2, 12/5, 1/2, 2/6, 3/6, 4/10, 5/1, 6/4 CWT portion to analyze: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15 The first month of CWT data will be used as a baseline to determine areas for improvement. After these areas become a focus, the next month of CWT data will be used to compare to the previous month.			
9/29/17	ELA PLCs will review students who have not met weekly minutes and/or passes the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.		Kelly Campbell	06/08/2019
Notes:	Data Source: PLC Minutes			
9/29/17	Math PLCs will review students who have not met weekly minutes and/or passes the lessons and determine a plan for addressing gaps in areas in which students did not meet goals.		Kelly Campbell	06/08/2019
Notes:				
1/30/18	Bulldog intervention classes will provide direct, data-driven instruction. Data will be used during instruction to monitor mastery and re-teaching will take place as needed.		Angel Dalton	06/08/2019

Notes:	Data sources: Fidelity checks will take place in each intervention class at least bi-weekly by leadership to monitor implementation of TransMath, Corrective Reading, Ready Math, and Ready Reading. Coaching will take place as needed. Data sheets will be updated by teachers after each assessment and will be analyzed by goal team 1 and leadership to monitor effectiveness of instruction.			
9/10/18	Train all teachers in using Flocabulary using Flocabulary 101 Webinar.		Kristen Goodwin	10/09/2018
Notes:	Additional assistance will be provided as needed.			
9/10/18	Science and Social Studies teachers will attend Inquiry-Based professional development provided by Discovery Place Education Studio.		Kelly Campbell	06/08/2019
Notes:				
9/10/18	Science and Social Studies teachers will implement elements of inquiry-based instruction into instruction and will utilize coaching feedback to improve instruction.		Angel Dalton	06/08/2019
Notes:	Discovery Ed PD will provide monthly coaching during the fall to assist teachers in implementing inquiry-based instruction. Dalton and content coaches will assist teachers during PLCs. PLC agendas and lesson plans will reflect elements of inquiry-based instruction. PLCs are expected to implement one inquiry-based lesson per unit.			

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:		The majority of our teachers are attentive to the emotional needs of students due to the training provided by our guidance counselor and Capturing Kids' Hearts professional development. The hiring process and questions asked address the importance of student relationships. Admin also presents an overview of our students' needs in order to find the best fit for our students. Core team meets weekly to address students' emotional, social, etc., needs. PBIS is fully implemented.	Limited Development 10/25/2016		
How it will look when fully met:		The behavioral supports of MTSS would be implemented. Tier 1: *Data-driven, universal school-wide behavior expectation matrix (PBIS) *School-wide reinforcement system *Classroom vs. Office managed behavior document *Lesson plans that explicitly explain/model behavior expectations with all students/staff *Multiple gating system: ODR/OSS, internalizing and externalizing behaviors Tier 2: *Data-based decisions *Strategic, targeted interventions *CICO, class pass, mentoring *Targeted social skill instruction *Groups based on data *Internalizing behaviors referral *Progress monitoring daily/weekly Tier 3: *MTSS Teams FBA/BIP *Long-term, intensive, responsive support *Referrals to partners *Progress monitoring daily Evidence: *Monthly data on discipline referrals *Core Team tracking data *monthly support group data * PBIS notebook *student contact log sheets *student recognition notebook and bulletin board *PBIS Set Review visitation *ISS data *Teacher sign in sheets from ISS *student contacts maintained in log book in guidance office *mentor sign in book located in main office Outcome: *SMS will decrease the total number of ODRs by 10% from 535 in 2018-2018 to 481 by June 2019.		**Lydia Mayberry**	**06/07/2019**
Actions			**1 of 21 (5%)**		
	9/14/17	SAP will meet with CORE team weekly to address students' social, emotional, etc., needs. Interventions will be provided as needed.		Sherri Brinskelle	06/08/2019
	Notes:	Data source: CORE Team minutes Interventions include providing student mentors.			
	9/14/17	PBIS team will have bi-weekly prize drawings to recognize students' positive behavior.		Lydia Mayberry	06/08/2019
	Notes:	Students will submit tickets they earn for positive behavior for prizes they would like to win.			
	9/14/17	PBIS team will recognize Students of the Month for displaying positive behavior.		Lydia Mayberry	06/08/2019

	Notes:	Teachers from each grade level will nominate students to be recognized for displaying positive behaviors. Each month highlights a different positive behavior.			
	9/14/17	Establish norms and expectations for students at grade level assemblies.		Kelly Campbell	01/31/2019
	Notes:	Admin will meet with students to speak with them about academic behavior expectations and goals for the semester.			
	9/14/17	PBIS staff training		Lydia Mayberry	01/31/2019
	Notes:	Data source: Staff sign-ins			
	9/14/17	PBIS Team and guidance will continue to sponsor yearly Kindness Challenge		Lydia Mayberry	03/30/2019
	Notes:	Evidence: Decrease in spring ODRs			
	9/14/17	Provide training to volunteers and community mentors.		Lydia Mayberry	06/08/2019
	Notes:	Data source: Signed forms and log Training occurs as needed			
	9/14/17	Bullying training for staff and students.		Sherri Brinskelle	05/01/2019
	Notes:	Data source: Staff meeting agendas Bullying training will also occur as needed.			
	9/14/17	Train tier 1-2-3 behavior interventions.		Lydia Mayberry	06/08/2019
	Notes:	Data source: Grade level agendas Mayberry trains teacher in grade level meetings on interventions, including check-in/check-out and ABC checklists at the beginning of the year and as needed. Brinskelle trains teachers on the Core team process. Mayberry meets with teachers in grade levels to review ODR data monthly.			
	9/14/17	Revisit BARK matrix with students each month and following long breaks from school after holidays and extended snow days.		Lydia Mayberry	06/08/2019
	Notes:				
	9/14/17	Revisit Capturing Kids Hearts classroom social contracts regularly and refer to them when re-directing behavior.		Sherri Brinskelle	06/08/2019
	Notes:	Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			

9/14/17	Continue implementation of Capturing Kids Hearts strategies by greeting students at the doors, starting classes with Good Things, and checking student behavior with hand signals.		Sherri Brinskelle	06/08/2019
Notes:	Evidence of implementation: CWT data, lesson plans, discipline data, classroom observations			
9/14/17	PBIS coach meets with grade levels monthly to discuss ODR data, as well as student referrals.		Lydia Mayberry	06/08/2019
Notes:	Data source: Grade level agendas			
9/14/17	All students will receive instruction on PBIS expectations at the beginning of the year, which includes each BARK matrix and PBIS Assembly.	Complete 09/07/2018	Lydia Mayberry	09/07/2018
Notes:	Data source: Lesson plans			
9/15/17	Provide training on classroom managed behavior vs. office referral.		Lydia Mayberry	01/31/2019
Notes:	Data source: Goal team agenda Additional training provided as needed.			
9/28/17	Fidelity checks will take place monthly by goal team three using Office Discipline Referral data.		Lydia Mayberry	06/08/2019
Notes:	Dates for Goal Team ODR data analysis: 10/23, 11/20, 12/11, 1/29, 2/26, 3/26, 4/30, 5/28 The first month of ODR data will be used as a baseline to determine where professional practice can be improved. After changes are made, the next month of ODR data will be used to compare to the previous month.			
5/3/18	PBIS will hold quarterly, school-wide events to recognize students' positive behavior.		Lydia Mayberry	06/08/2019
Notes:				
9/10/18	Inservice training on school safety, school shooter, and lockdown procedures provided to staff.		Lydia Mayberry	01/31/2019
Notes:	Data source: Teacher sign-in			
9/10/18	All staff who work directly with students will attend Capturing Kids' Hearts Reboot Training.		Kelly Campbell	09/26/2018
Notes:	Data source: Staff sign-in			
9/10/18	Teachers will utilize Educators' Handbook to track student discipline, including minor incidents and office referrals.		Angel Dalton	06/08/2019
Notes:				

		9/10/18	Admin, SAP, and guidance will attend Restorative Justice training and determine next steps for our school.		Kelly Campbell	09/30/2019
		Notes:				
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:			Many steps are in place to help students effectively transition from elementary to middle and middle to high. However, there are limited steps in place to help students transition from 6th to 7th and from 7th to 8th. Elementary to Middle transition steps include: Spring school tour visits; principal visits to elementary schools; band recruitment; summer transition camp to participate in group activities, practice routines, & meet teaches and peers; Crosby Scholars; open house; counselor teaching lessons in 6th grade classrooms; support groups; and Core team Middle to High transition steps include: CTE classes, guidance counseling, visits from Early College & HS counselors, visits from students explaining options for high schools, 8th grade visit to CATS, support groups Transition between grade levels in middle school include: parent conferences, open house, student handbook with expectations, student grade level meetings with principal, and Core team	Limited Development 09/27/2017		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:	**Dimension C - Professional Capacity**
Effective Practice:	**Quality of professional development**

KEY	C2.01		**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	School: Student performance data and classroom observation data is analyzed to determine teacher needs. We have provided surveys to teachers to also get feedback on what their needs are. We provide PD based on these needs, but could use district support in order to address these needs completely. LEA: 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.	Limited Development 11/01/2016		
How it will look when fully met:	**Use school performance data to drive school improvement and professional development related to curriculum needs.** Data used to drive curriculum needs includes: *EOG data--Analyzed by admin, goal teams, and teachers over the summer to determine student placement, teacher placement, SIP goals, and PDPs *EVAAS--Analyzed by admin, goal teams, and teachers during the fall to determine student placement, teacher placement, SIP goals, and PDPs *iReady (ELA and Math) -Diagnostic--Administered 3 times per year and analyzed to determine MTSS placement and classroom differentiation needs *District benchmarks (Social Studies, Science, and Wheel) -Baseline test is administered at the beginning of the year and is based on current grade level standards. Data is analyzed to determine students' current level of understanding and instruction is differentiated based on student needs. -Benchmarks are administered quarterly and are based on current grade level standards. Data for standards that have been taught is analyzed and compared to previous test data to determine student growth and instructional needs. Teachers differentiated and spiral instruction based on the data. *CFAs -Administered every 4 1/2 weeks and include standards that have been taught. Data is analyzed to determine student mastery and instructional needs. Teachers provide small group instruction that is differentiated based on these needs. **Use classroom observation data to drive PD related to instructional and behavioral needs.** Data used includes: *CWTs *Formal observations *Informal observations *Basic 5 observations *Peer observations. In addition to the data above, teacher surveys will be		Kelly Campbell	10/31/2019

administered quarterly in order for them to identify PD they are interested in or feel they need. Based on this data, the goal team would determine, schedule, and develop PD that would address teacher needs in order for them to successfully deliver classroom instruction that meets students' needs. The PD may be provided individually as coaching, in small groups, and/or to the entire faculty. PD would focus on what the data means, how to use the data to drive instruction, how to successfully implement stations/groups, how to differentiate instruction, understanding standards, effective instructional strategies, etc. Teachers who are successful in these areas would be empowered to be leaders by having them lead professional development. Follow-up coaching would be provided both individually and in PLCs to ensure successful implementation and provide necessary support. Evidence of objective being met: *Goal team minutes *PLC minutes *Data day minutes *Data analysis documents *Lesson plans that are data-driven and include differentiated small group instruction *PD agendas and sign-in sheets *Increase in number of teachers presenting PD *Class observations reflect implementation of PD Outcomes: *By October 2019, all teachers will meet EVAAS growth and at least 25% will exceed EVAAS growth. *Formal teacher observations should show growth from developing and proficient to accomplished and distinguished

District: 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 teacher observation data, that will be provided quarterly by the HR department, 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.			
Actions			**6 of 18 (33%)**		
	11/9/16	Provide opportunities for teachers to share strategies and best practices for academic success and classroom behaviors.		Teachers Lead Teachers Team	06/08/2019
	Notes:	Teachers are encouraged to share best practices. This can be in PLC, grade level, department, staff, or ERPD meetings. Teachers are also encouraged to share on a district level.			
	11/9/16	Survey teachers for things they would like other teachers to share and what they would like to share.		Shelley Grantham	04/30/2019
	Notes:	Teachers will have input on what PD they need as well as who they want to learn it from.			
	11/9/16	PD on Lesson Plans and expectations		Kelly Campbell	01/30/2019
	Notes:	2017-2018 The CNA team worked on setting and communicating clear expectations for students and staff. Since academics are of importance, the expectations on lesson plans needs to be communicated clearly so staff can adhere to them. This will be revisited each quarter for support. Teachers who need extra support will receive it more often. 2018-2019-- 1st Semester: 8/22/18 2nd Semester: 1/15/19			
	11/9/16	Coaching Sessions with Content Coaches - Beginning teachers or teachers new to SMS		Content Coaches	06/07/2019
	Notes:	Beginning teachers and teachers new to SMS meet with the Instructional Facilitator at least once a month for coaching, but this can be increased if requested by teacher or admin. ELA: Fox Math: Kosal Science: Paslay Social Studies: TBD			
	11/9/16	Core teachers will receive PD on EVAAS data.		Janna Sells	10/31/2018
	Notes:	Jana Sells from the district will provide support on helping teachers manuever and understand their EVAAS data.			
	11/9/16	Professional conversations regarding meaning of teacher evaluations and what accomplished and distinguished look like.		K Campbell & A Dalton	10/31/2019

Notes:	Admin will lead conversations with teachers about the evaluation instrument. They will discuss the difference between the four levels within each standard and element. Teachers will be provided with information how to grow in elements/standards on which they score low.			
11/9/16	PD on analyzing data and changing instruction		Teachers Lead Teachers Team	06/08/2019
Notes:	Quarterly PD will be provided by Teachers Lead Teachers This PD will be ongoing and adjusted to the needs of the teachers.			
11/9/16	PD on iReady data reports for ELA, Math, and Bulldog remediation teachers		Fox and Kosal	06/08/2019
Notes:	Math and ELA teachers will be provided PD on how to access, read, and communicate iReady data reports.			
12/9/16	Develop schedules for quarterly site visits and data analysis	Complete 04/09/2018	Melanie Taylor	04/30/2018
Notes:				
12/9/16	Establish quarterly process and template to analyze CWT data for trends	Complete 08/08/2017	Jed Stus	07/11/2017
Notes:	SWOT will be done quarterly per CWT timeline starting the next quarter.			
12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	09/10/2017
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	08/10/2017

Notes:	Real time completion will by systematically revisited 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	08/10/2017
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			
9/14/17	Data days will be utilized to analyze student data and develop differentiated, data-driven instruction.		Content Coaches	04/26/2019
Notes:	Data source: Data day agendas and teacher analysis documents. Data days will be completed after each NC/ISS Check-In to analyze student data and plan instruction accordingly. ELA: Fox Math: Kosal Science: Paslay SS: TBD			
9/14/17	Create a PD Calendar for teachers and leadership to refer to in order to ensure that everyone is aware of opportunities and PD Is strategically planned.	Complete 09/06/2018	Kelly Campbell	09/10/2018
Notes:	Data source: Google Calendar			
9/14/17	Leadership team will analyze data monthly during leadership team meetings in order to monitor effectiveness of instruction and student progress.		Kelly Campbell	06/15/2019

Notes:	Data source--Leadership team minutes			
9/14/17	Leadership will provide training and assistance during PLCs on effectively analyzing data and using it to change instruction to meet students' needs.		Leadership	06/08/2019
Notes:	Data source: PLC agendas ELA: Campbell and Fox Math: Campbell and Kosal Science: Dalton and Paslay SS: Dalton and TBD			
9/28/17	Fidelity checks will take place using classroom walk through data monthly.		Tarsha Davis	06/07/2019
Notes:	The first month of CWT data will be used as baseline to determine PD needs. After PD is delivered, the next month of walk through data will be used to compare to the baseline data. Dates for Goal Team CWT data analysis: 10/3, 11/2, 12/5, 1/2, 2/6, 3/6, 4/10, 5/1, 6/4			