

Comprehensive Progress Report

Mission:

Mission: Doing our Best to Be Our Best!

Vision:

We will build a Passionate Learning Community that Promotes Accountability, Responsibility, and Global Citizenship.

Goals:

Overcoming Obstacles will be used in grades 6-8 to offer students social and emotional support in order to build relationships and decrease office referrals. Teachers will use research based strategies in the classroom to increase student engagement, comprehension and achievement. By the end of 23-24 school, year, students will show an increase of 10% on the End of Grade Reading test. By the end of 23-24 school, year, students will show an increase of 10% on the End of Grade Math test. By the end of 23-24 school, year, students will show an increase of 10% on the End of Grade Science test.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

All teachers will provide a variety of instructional modes by implementing tiered assignments into their classrooms. Each unit, based on a standard, will start with whole group instruction. After whole group instruction is provided to students, students will work in tiered groups. Some groups will work with the teacher in order to gain additional support needed while other groups will be student led to accomplish a set objective. These roles may be switched to provide all students with the support they need. Students will have access to computer-based resources to assist their learning. Independent work will be expected from students as a way to demonstrate their mastery of the standard being taught.

For remote learning teachers will create Google Classrooms to communicate with students. Video lessons will be provided daily as well as live streaming. Digital lessons will be projected to the students via HMH, i-Ready, SchoolNet, etc.

Limited Development
05/24/2016

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How it will look when fully met:

Teacher will use the NCSCOS and the pacing guides in their content area to embrace a various instructional strategies. Teacher will accomplish this by implementing whole group instruction, small-group , differentiation of instruction, independent practice and computer based instruction. Use of the Gradual Release of Responsibility Model will allow teacher to chunk and scaffold instruction to meet the needs of all students. Students will work collaboratively, small groups and independently to demonstrate mastery of course content. Teachers will monitor student progress through the use of formative and summative assessments (SchoolNet, i-Ready, etc.).

Teachers will execute the Gradual Release of Responsibility Model during instruction.

Teachers will provide differentiated instruction to meet the needs of all students.

Teachers will utilize digital programs: i-Ready, Imagine Math, Imagine Literacy, Delta Math, Edgenuity, Khan Academy, SchoolNet, etc.

Professional Development on best practices for the blended/remote learning environment.

21st Century Learners

Evidences:

Formal Assessments - Benchmark Tests, District Assessments and EOG's

Informal Assessments - Quizzes, Classroom Tests, Exit Tickets, Homework, etc.

Classroom observations and Walkthroughs.

Learning Walks

Data from Digital programs - SchoolNet, i-Ready, Delta Math, etc.

Brittany Smallwood

07/01/2024

Actions			2 of 8 (25%)			
8/29/20	Professional Development on best practices for blended/remote learning environment will be scheduled monthly through PLC's.		Complete 06/09/2021	Clarice Johnson	09/01/2021	
<i>Notes:</i>						
10/19/20	Asynchronous learning will be provided for all students by prerecorded teacher videos of instruction.		Complete 06/09/2021	Clarice Johnson	09/01/2021	
<i>Notes:</i>						
11/16/22	Teachers will provide extra support for students by providing during and after school tutoring and Saturday Academy based on data from assessments (Classroom, NC Check-ins, i-Ready, etc.)			Brittany Smallwood	07/01/2024	
<i>Notes:</i> Evidence: Data from assessment, SchoolNet, NC Check-ins, i-Ready, etc. Sign-In Sheets						
12/9/22	Exit Tickets, classwork, students' responses, etc. will be used to formatively assess students' level of mastery.			Brittany Smallwood	07/01/2024	
<i>Notes:</i>						
7/24/23	Teachers will assign progress monitoring to assess students' mastery of standards.			Brittany Smallwood	07/01/2024	
<i>Notes:</i> Teachers will assign weekly progress monitoring to assess students' level of mastery for standards and use this data to determine next steps of instruction (reteaching and/or extension).						
8/29/20	Teachers will execute the Gradual Release of Responsibility Model during instruction.			Brittany Smallwood	07/01/2024	
<i>Notes:</i>						
8/29/20	Teachers will provide differentiated instruction to meet the needs of all students.			Brittany Smallwood	07/01/2024	
<i>Notes:</i>						
8/29/20	Teachers will utilize digital programs to support sound instruction: i-Ready, Delta Math, Actively Learn, Edgenuity, SchoolNet, Khan Academy, etc.			Brittany Smallwood	07/01/2024	
<i>Notes:</i>						
	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>			Washington County Middle School has rules and procedures governing student behavior. Rules and procedures are routinely discussed with students at the beginning of the school year and continued throughout	Limited Development 07/24/2018		

the school year. Students were involved in developing class rules and behavior matrix.

We make every effort to follow the school-assigned consequences; however, as the year progresses, some of our teachers are not consistent when it comes to dealing with misbehavior in their classrooms.

Overcoming Obstacles is also being used in the classrooms to improve social and emotional skills. The program promotes effective communication and helps students problem-solve. Behavioral reflections are used to further redirect inappropriate behavior and challenge to self correct. The Guidance Counselor meets with students to teach students how to handle and resolve conflicts in a positive manner.

Panther Bucks are used as a reward to encourage positive behavior. Panther Bucks are distributed to students who consistently follow rules and procedures. They are also given to students for academic performances and good citizenship.

Due to Covid-19, the school has implemented Remote Learning Guidelines to support virtual learning. Rules for Remote Learning are revised to support the virtual learning environment.

Walk throughs and evaluations by the administrator are used to determine the effectiveness of classroom management. Professional Developments for teachers are encouraged via NCEES and following Marzano Classroom Management that Works, etc.

Evidences

Walkthroughs

Classroom Observations

Reduced numbers of referrals in Educator's Handbook.

Teacher establishing routines and procedures in the classroom (Behavior Matrix).

Overcoming Obstacles and Zone of Self Regulation curriculums.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>Students collaborate to create the rules and procedures.</p> <p>All teachers at Washington County Middle School, explicitly will teach the rules and procedures, everyday. The first week of school and continuously thereafter throughout the year.</p> <p>Teachers have rules and procedures posted in classroom large enough for all students to view.</p> <p>Techniques are utilized to reward acceptable behavior such as Citizen of the Month, Free time in class, Homework passes, Nine week Certificates, etc.</p> <p>Teachers establish clear learning goals by enacting "Routines" in their classrooms such as Clear Learning Targets, Agendas Posted with itinerary of the day, Standards written in student friendly language, and I Can statements written daily and aligns with Standard.</p> <p>Bloom's Revised Taxonomy Higher Order Questions are used with fidelity.</p> <p>Students who misbehave will complete a Behavior Reflection Plan and will follow a specific process before he/she is referred to the office (Educator' s Handbook)</p> <p>Student-Teacher-Parent Conferences are held monthly as needed to brainstorm ideas and solutions.</p> <p>Teachers build relationships with students using research based strategies.</p>		<p>Azareel Young</p>	<p>07/01/2024</p>
<p>Actions</p>		<p>8 of 16 (50%)</p>		
<p>7/25/18</p>	<p>Identify specific rules and procedures for classrooms</p>	<p>Complete 06/09/2021</p>	<p>Candace Pitter</p>	<p>06/09/2021</p>

	<i>Notes:</i> Teachers will allow students to give input on the rules for the classroom. The teacher will explicitly teach the rules weekly or as needed. BT will review rules daily for the first month.			
7/25/18	Design and implementation of Rules and Procedures	Complete 06/09/2021	Candace Pitter	06/09/2021
	<i>Notes:</i> Teachers and administrator(s) will develop procedures and routines that will be implemented throughout the school year.			
7/25/18	Classroom rules and procedures are posted for view	Complete 06/09/2021	Candace Pitter	06/09/2021
	<i>Notes:</i> Students will give input on what they want the procedures/consequences to be for their classroom.. Teacher will post those Rules and Procedures on the wall large enough for all to see.			
7/25/18	Establish clear learning goals	Complete 06/09/2021	Candace Pitter	06/09/2021
	<i>Notes:</i> Teachers will write learning goals at various levels of difficulty. Teachers will write goals that specifically target the intended learning.			
7/25/18	Student-Teacher-Parent Conference	Complete 06/09/2021	Dianne Stokes	06/09/2021
	<i>Notes:</i> Teachers will conference with students and parents during Report Card Pickup, Curriculum Nights, and as needed.			
8/28/20	Encourage students to follow the remote learning plan for discipline.	Complete 06/09/2021	Candace Pitter	06/09/2021
	<i>Notes:</i>			
7/25/18	Log in Educator's Handbook "major offense"	Complete 06/09/2022	Gregory Boston	06/09/2022
	<i>Notes:</i> Teachers will log in offenses in the appropriate portal (/Major) Follow established order of consequences.			
7/25/18	Arrange and decorate your classroom so that it supports effective classroom management	Complete 06/09/2022	Gregory Boston	06/16/2023
	<i>Notes:</i> Teachers will keep a clean, organized, uncluttered classroom to make it conducive to learning. This will also be reflected in classroom walkthroughs.			
7/25/18	Establish clear rules and procedures regarding specific types of misbehavior.		Azareel Young	07/01/2024
	<i>Notes:</i>			
8/3/21	Establish clear learning goals visible to teacher, students, and administrators (school level and district).		Azareel Young	07/01/2024
	<i>Notes:</i> Teachers are required to establish clear learning goals to are visible to teachers, students, and administrators (local and district level) during instructional times.			
10/30/18	The Administration will monitor to ensure teachers are following the process of the School-Wide Discipline Plan.		Azareel Young	07/01/2024

		<i>Notes:</i> The Administration checks for posted Rules and Procedures as well as Educator's Handbook.			
	8/28/20	Student involvement in the development of school rules and procedures.		Azareel Young	07/01/2024
		<i>Notes:</i> Behavior Matrix, Class meetings, surveys, etc.			
	8/28/20	Model expected behavior for students.		Azareel Young	07/01/2024
		<i>Notes:</i>			
	8/28/20	Provide students with strategies that they could use to improve behavior.		Azareel Young	07/01/2024
		<i>Notes:</i>			
	7/25/18	Build relationships with students through modeling, sharing expectations, teacher-student talk, one on one time, attending sporting events, etc.		Azareel Young	07/01/2024
		<i>Notes:</i> Teachers will build positive relationships with students through communicating positive expectations, calling on students equitably, and correcting students in a constructive way. Assigning roles and responsibilities for students.			
	7/25/18	Students will write behavior reflections that will help them recognize the affect their behaviors have on themselves and others. Students will further examine their behaviors by developing a plan for improvement.		Azareel Young	07/01/2024
		<i>Notes:</i> Evidence: Behavior Reflections Counselor and Principals Notes			
Implementation:			01/26/2020		
	Evidence	10/30/2018 All staff had PD on Classroom Management/walkthroughs and educators Handbook Data			
	Experience	10/30/2018			
	Sustainability	10/30/2018 Continued monitoring of PBIS/Behavior Data per Educators Handbook			
	A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Teachers have been implementing the online tools i-Ready (ELA and Math), Edgenuity (7th Grade and 8th Grade Science), ReThink Ed (7th Grade Social Studies), and NCVPS (8th Grade Science and Math 1) It is aligned to North Carolina Standard Course of Study (NCSCOS). The online tools are aligned to the NCSCOS and allow teachers to develop personalized pathways for students and provide differentiation of instruction (excluding NCVPS). Students' strengths and needs are assessed and based on data, students are allowed to move to the next assignment. Tutoring and online videos are part of this program. Students may move at their own pace making this personalized for them. This also allowed students who needed additional support to receive it and advanced students could move on based on individual needs.

Limited Development
08/28/2020

<p>How it will look when fully met:</p>	<p>When this objective is completed, we expect to see expert teacher leaders using online curricula clearly aligned to the standards. Students should be able to navigate and use the online platform with ease.</p> <p>Personalized learning plans based on individual needs should be established for struggling students as well as for students needing enhancement. Students should show an increased proficiency, with the ultimate goal being mastery, in standards taught. Teachers effectively utilize data provided through the digital programs to identify students' areas of need and then provide personalized standard specific intervention.</p> <p>Evidences :</p> <p>HMH, i-Ready, and SchoolNet assessment data.</p> <p>Groupings/differentiation based data.</p> <p>Breakout Rooms</p> <p>Tutoring</p> <p>Intervention</p> <p>Enrichment</p>		<p>Gregory Boston</p>	<p>07/01/2024</p>
Actions		1 of 4 (25%)		
8/28/20	Teachers will use Google Classroom, HMH, i-Ready, SchoolNet, etc. to provide activities aligned to the North Carolina Course of Study.	Complete 06/10/2022	Jai'la Carmack	06/10/2022
<i>Notes:</i>				
12/9/22	Personalized learning paths for students in i-Ready, Edgenuity, Delta Math, etc.		Gregory Boston	07/01/2024
<i>Notes:</i> Data from Savvas, McGraw Hill, i-Ready, Edgenuity, Delta Math, etc.				
8/28/20	Teachers will use Savvas, McGraw Hill, Google Classroom, i-Ready, SchoolNet, Actively Learn, Delta Math, Edgenuity, etc. to teach and assign content aligned to the North Carolina Standard Course of Study.		Gregory Boston	07/01/2024
<i>Notes:</i>				
8/28/20	Staff will receive Professional Development on online curricula and programsx.		Gregory Boston	07/01/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
A3.01		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Due to Covid-19, lack of student attendance and participation during remote learning, data from assessments did not adequately reflect student capability. Beginning March 2021, students were given the option to attend school face-to-face or remain virtual. Students attending face-to-face completed required assignments where not as committed to completing assigned tasks.	Limited Development 08/05/2021		
<i>How it will look when fully met:</i>		Washington County Middle School data committee will develop instructional strategies aligned to the standards-based curriculum and to monitor progress. Meetings will be established to analyze data and prescribe a plan of action to support all students. Daily intervention periods will be implemented, tutoring, Saturday Academy, content specific days, peer tutoring, volunteers, etc. to support our students. As a result of analyzing and prescribing a plan of action to support all students, expectations are an increase in student proficiency in all content areas.		Brittany Smallwood	07/01/2024
Actions			1 of 7 (14%)		
	8/5/21	Establish intervention periods to support Reading and Math.	Complete 06/10/2022	Dianne Stokes	06/10/2022
<i>Notes:</i>					
	8/5/21	Establish a Data Team to analyze data from SchoolNet, Delta Math, i-Ready, classroom, district and benchmark assessments drive instructional practices.		Brittany Smallwood	07/01/2024
<i>Notes:</i>		- Meeting minutes - Data from SchoolNet, Delta Math, i-Ready, classroom, district and benchmark assessments.			
	8/5/21	Regularly scheduled instructional team meetings to analyze and monitor data to support students' learning needs.		Brittany Smallwood	07/01/2024
<i>Notes:</i>		Evidence: Data, PLC Meeting Minutes			
	8/5/21	Professional development to support interpretation of assessment data to maximize student proficiency. (i-Ready, SchoolNet, Actively Learn, Delta Math, NC Check-Ins, etc.)		Brittany Smallwood	07/01/2024

Notes: Data Talks, PLCs, Vertical Teams & Professional Development(s)

8/5/21 Vertical team meetings to discuss commonalities, instructional and intervention strategies, and pacing.

Brittany Smallwood

07/01/2024

Notes: Data Talks, PLCs, Vertical Teams & Professional Development(s)

12/9/22 Weekly PLC's to analyze and monitor data to support students' learning needs.

Brittany Smallwood

07/01/2024

Notes: PLC agendas and meeting minutes.

12/9/22 Use the data protocol to track performance data, to differentiate learning, and plan instructional needs for students.

Brittany Smallwood

07/01/2024

Notes: Data Protocols

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
<i>Initial Assessment:</i>		All teachers use and implement the researched based Bloom's-Taxonomy diagram to meet the individual needs of students across all tiers. Teachers use pre-test data to see the results of the students knowledge and understanding on each specific standard. The results of the pre-test determine which level of Bloom's the students are assigned to, and aids in assisting in early prevention, and support for all students. Bloom's Taxonomy involves rapid response data that empowers the teacher to make the most use of their instructional time through monitoring, guidance, scaffolding, and differentiated instruction. This process is beneficial in recognizing where each student stands academically, putting them into a category (Blooms) and then assisting the student in meeting the school or standard requirements and expectations. Teachers have the option of using Choice Boards to help Tier their assignments, all in line with the current standard(s). Tiered assignments can also be based on learning styles, learning difficulties or strengths, learning speeds, and /or reading comprehension.	Limited Development 05/24/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<ul style="list-style-type: none"> • Teachers use Pre-test data to Tier students. • Teachers use Bloom's to design engaging lessons that align with each standard and meet each Tiered group at their level. • Whole and small group instruction • Student leaders • Collaboration for the purpose of problem solving • Teachers working one-on-one with struggling students • Interventions based on Post Assessments (Based on daily learning target and Unit Test) • Students willing to take risks (comfortable asking questions) • Increase in Post-test scores (All assessments, EOG, NC Check-ins, Benchmark, EOC's, 3-week Assessment, NC Finals). <p>Evidences:</p> <p>Lesson Plans</p> <p>Data Protocol</p>			Dianne Stokes	07/01/2024
Actions			16 of 22 (73%)		
7/30/18	Determine the impact of teaching practices		Complete 12/06/2019	Dianne Stokes	10/08/2019
	<p><i>Notes:</i> Data will be analyzed weekly to determine the effectiveness of the teaching practices.</p> <p>Evidence: Data Protocol Walk throughs Learning Walks</p>				
7/13/18	Have conversation with staff around instructional practices to identify concerns.		Complete 10/10/2019	Dianne Stokes	10/10/2019

Notes: Principal and Assistant Principal will have conversations/monitor this during PLC's, Faculty Meetings, Grade level Meetings, Vertical Teams, etc.
 Marzano's Strategies
 UNRAAVEL
 Summarizing/Note Taking
 Graphic Organizers
 Differentiation
 Evidence:
 PLC Meeting Minutes & Agendas
 Lesson Plans

7/30/18	Assign mentor teacher	Complete 10/10/2019	Shendee Vergara	10/10/2019
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Notes: Beginning teachers will be assigned mentors

 Evidence:
 PDP
 NCEES

7/30/18	Plan Tier 2 interventions.	Complete 11/07/2019	Dianne Stokes	10/29/2019
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Notes: Use data from all Assessments to plan interventions. Imagine Math/Literacy

 Evidence:
 Corrective Reading
 Imagine Math
 Imagine Literacy
 Tiered Assignments
 Data Protocol
 Tutoring

7/30/18	Plan Tier 3 Interventions--High Risk	Complete 11/07/2019	Dianne Stokes	11/13/2019
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Notes: Students are assigned to Imagine Literacy, Imagine Math, and Edgenuity. Tutors in Math

 Evidence:
 Data from each intervention
 Tutoring
 Data Protocol

7/30/18	Having personalized coaching conversations with staff around instructional practices to identify concerns (grows and glows) and strategies for improvement.	Complete 09/19/2019	Dianne Stokes	12/24/2019
	<p><i>Notes:</i> During PLC's and Grade level meetings Principal and AP will monitor effective practice based on data. Teachers will provide documentation of data as well as lesson plans and implementation of effective practices.</p> <p><i>Evidence:</i> Teacher conferences Data Protocol Video lessons</p>			
7/30/18	Reteach and retest students who did not pass with 70% accuracy.	Complete 02/07/2020	Patricia Ratcliff	04/10/2020
	<p><i>Notes:</i> Using all Assessments, teachers will analyze data and remediate based on student need.</p> <p><i>Evidence:</i> Intervention Data Data Protocol</p>			
3/12/20	Intervention: Imagine Math Imagine Literacy	Complete 06/05/2020	Dianne Stokes	06/10/2020
	<i>Notes:</i> Intervention is in our schedule.			
7/30/18	Collect data from Walkthroughs and Learning Walks	Complete 06/09/2020	Roseann DeBrango	06/10/2020
	<p><i>Notes:</i> Data will be collected from Walkthroughs and Learning Walks to monitor effective practices and its impact on teaching and learning. Data Protocol will be reviewed and discussions will be held in PLC's, Grade Level Meetings, and Faculty Meetings, about the use of effective teaching practices.</p> <p><i>Evidence:</i> Walkthrough data Data Protocol Learning Walks</p>			
7/30/18	Analyzing Pre/Post, NC Check-in, Benchmark, 3-week, assessments.	Complete 06/05/2020	Mary Alons	06/10/2020

	<p><i>Notes:</i> Teachers will meet weekly to analyze data from Pre/Post assessments and Interventions. When assessments are given, teachers will use the data to make informed decisions about next steps in teaching and learning.</p> <p>Evidence: Data Protocols PLC Minutes Interventions</p>			
7/30/18	Provide personalized PD and support for teachers based on survey and data from assessments.	Complete 06/05/2020	Mary Alons	06/10/2020
	<p><i>Notes:</i> Teachers who struggle with Tiered assignments will be provided with support by Principal or District.</p> <p>Provide in-house PD Evidence: Sign in Sheets from PD PowerPoints Professional Readings Surveys</p>			
7/30/18	Data Charts posted in all classrooms. Teachers will post 3-week, Unit, and Benchmark assessments.	Complete 01/13/2020	Mary Alons	06/10/2020
	<p><i>Notes:</i> Pre/Post, 3-week, Unit, and Benchmark, NC Check-in will be visible to students and observers upon entering the classroom.</p> <p>Evidence: Data Charts Data Protocol</p>			
7/30/18	Develop daily lesson plans aligned with specific learning targets, Criteria for Success, How will we know the level of learning for our planned learning target?	Complete 10/11/2019	Dianne Stokes	06/10/2020
	<p><i>Notes:</i> Lesson plans will be adjusted daily based on learning targets.</p> <p>Evidence: Lesson Plans Results from daily assessments</p>			
7/30/18	Model effective teaching practices for teachers.	Complete 06/01/2020	Dianne Stokes	06/10/2020

Notes: School Improvement Team will model in the classrooms, at Faculty Meetings, and during PLC.

Evidence: Checklist for:
Walkthroughs, Learning Walks
Lesson Plans
Sign-in Sheets

8/5/21 Assign mentors to beginning teachers.

Complete 06/10/2022

Dianne Stokes

07/01/2022

Notes: Beginning teachers will be assigned mentors.

Evidence:
PDP
NCEES
Mentor/Mentee Logs

8/5/21 Intervention: i-Ready Reading and Math

Complete 06/10/2022

Clarice Johnson

07/01/2022

Notes: Intervention will be made part of the daily schedule.

8/5/21 Provide personalized PD and support for teachers based on survey and data from assessments.

Dianne Stokes

07/01/2024

Notes: Teachers who struggle with Tiered assignments will be provided with support by Principal or District.

12/9/22 Develop lesson plans using the Gradual Release of Responsibility Model to ensure teachers are implementing the model with fidelity.

Dianne Stokes

07/01/2024

Notes: Lesson Plans
Walkthroughs
Observations
Learning Walks
Peer Observations

8/5/21 Plan Tier 2 Interventions to prevent and reduce risk of academic, social, and behavioral challenges.

Dianne Stokes

07/01/2024

Notes: Use data from all Assessments to plan interventions. Imagine Math/Literacy

Evidence:
i-Ready
Edgenuity
Tiered Assignments
Data Protocol
Tutoring
Educator's Handbook

8/5/21	Tier 3 Interventions (High Risk) to meet the needs of individual students who are experiencing significant problems in academic, social, and/or behavioral domains.		Dianne Stokes	07/01/2024
<p><i>Notes:</i> Students are assigned to i-Ready, provided small group instruction, and offered tutoring.</p> <p>Evidence: Data from each intervention Tutoring Data Protocol Small Group Pull Out Services Push In Services</p>				
8/5/21	Having personalized coaching conversations with staff around instructional practices to identify concerns (grows and glows) and strategies for improvement.		Dianne Stokes	07/01/2024
<p><i>Notes:</i> During PLC's and Grade level meetings the Principal, Assistant Principal, and Instructional Coach(s) will monitor effective practices based on data. Teachers will provide documentation of data as well as lesson plans and implementation of effective practices.</p> <p>Evidence: Teacher conferences Lesson Plans Data Protocol Walkthroughs PLC Agenda/Meeting Notes</p>				
8/5/21	Analyze platform data, Pre/Post assessments, NC Check-ins, and Benchmarks assessment data to prescribe individualized targeted instruction.		Dianne Stokes	07/01/2024

Notes: Teachers will meet weekly to analyze data from Pre/Post assessments and Interventions.
When assessments are given, teachers will use the data to make informed decisions about next steps in teaching and learning.

Evidence:
i-Ready Data
SchoolNet
Actively Learn
Delta Math
Edgenuity
NC Check-In Data
Benchmark Data
Data Protocols
PLC Minutes
Interventions

Implementation:			07/07/2020		
	Evidence	1/21/2020			
	Experience	1/21/2020			
	Sustainability	1/21/2020 Data from last year and up to date Data is completed.			
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:

Teachers at Washington County Middle School strive daily to build and grow positive relationships with students while monitoring student's behavior and providing encouragement and support to all students. Our teachers work with our guidance counselor and MTSS/PBIS team to implement new strategies to encourage positive behavior and emotions about students themselves, their friends, and their community. If a teacher sees a student struggling or students having an issue with each other, a referral is given to the guidance counselor who then meets with the student or students and helps bring a resolution to the issue. We discuss students who are struggling with their behavioral or emotional needs on a monthly basis. We provide them with interventions to make them more successful & to obtain more academic success.

Updates: Teachers have been trained in MTSS/PBIS strategies, and are in the process of implementing those effectively in their instruction and small groups. Ms. Pitter is teaching the Overcoming Obstacles Curriculum to 6th grade students daily, going through units on subjects like positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. Teachers have procedures in place which promote social/emotional competencies. Support services include counselor, social services, and the school nurse and are available to students or they can access through the teachers. The school has provided training in the past for parenting skills, and pamphlets were given out at the beginning of the year to equip parents with resources to foster social/emotional competency at home. Our school contacts parents through all-call's from administration, teachers use Remind101 and regular phone calls/email to contact parents in the event of a traumatic event, or to prepare for a traumatic event. We routinely do monthly drills for fire, tornado, active shooter, and bomb threat and discuss with students what they may experience, what they are feeling, and how to express these emotions/thoughts.

Limited Development
01/22/2017

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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>A culture of great teacher-student relationships will exist at WCMS in which all teachers are attentive to the students' emotional states. Teachers guide students in managing their emotions through the practice of drills, and then arrange for supports and interventions as needed. All of the staff are knowledgeable and confident with the process and protocol for addressing the emotional issues and interventions that will occur with WCMS students. We have a full time counselor, a full time school nurse, administration, and Social Worker to help students manage emotions and arrange for support and intervention.</p> <p>Evidences:</p> <p>MTSS Training sign in sheet</p> <p>PLC's</p> <p>Counselor Student visit Logs</p> <p>Nurse Student logs</p> <p>Social Worker Student logs</p> <p>Educator's Handbook</p> <p>Parent Contact Logs/Meetings</p> <p>Overcoming Obstacles/Zone of Self Regulation Curriculums</p>			Azareel Young	07/01/2024
Actions			1 of 8 (12%)		
3/13/20	Guidance Counselor/Teachers will complete student logs with reflective notes.		Complete 06/06/2022	Candace Pitter	07/01/2022
	<i>Notes:</i> This is ongoing and on a as needed basis.				
10/16/18	Establish a process for students who need additional support in the classroom.			Azareel Young	07/01/2024
	<i>Notes:</i> Depending on the type of problem student is having, staff will intervene when student has an issue.				
	Evidence: Staff Charts				

10/17/18	Professional Development provided to staff by school counselor addressing skills and interventions for managing student needs.		Azareel Young	07/01/2024
	<i>Notes:</i> Teachers will receive PD on students and their emotional needs. Evidence: Counselor Logs Educators handbook			
10/21/18	Teachers provide instruction/model with specific examples and situations to help students relate to emotions.		Azareel Young	07/01/2024
	<i>Notes:</i> Teachers will conduct scenarios to help students process their emotions. Evidence: Counseling Logs Classes are held			
10/21/18	Guidance Counselor/Teachers provide children with safe environments in which they can discuss and practice their emotion management skills for different situations and for changing their emotional states.		Azareel Young	07/01/2024
	<i>Notes:</i> Teachers will maintain nurturing classroom environments. Evidence: Counseling Logs			
8/28/20	Overcoming Obstacles will be used to aid in supporting students' social and emotional needs.		Azareel Young	07/01/2024
	<i>Notes:</i> Overcoming Obstacles lessons Motivational Speakers AVID Peer Group Connection Principal/Grade Level Forums Student Government Association			
8/28/20	Guidance counselor's referral forms/checklist will be used to guide students in managing their emotions.		Azareel Young	07/01/2024
	<i>Notes:</i> Evidences: Notes Log Parent Contact Log Behavior Reflections			

8/29/20	Student/Teacher/Parent/ Guidance Counselor Meetings will be scheduled as needed based on data (Attendance, Academic, Behavior, Emotional and/or Social Needs.)		Azareel Young	07/01/2024
<i>Notes:</i> Behavior Reflections Forum Minutes Educator's Handbook				
Implementation:		11/05/2018		
Evidence	10/30/2018 Educator's Handbook data Counselor data from Overcoming Obstacles Counselor log Data			
Experience	10/30/2018 Our teachers work with all Stakeholders to encourage positive behavior.			
Sustainability	10/30/2018 School Counselor and Social Worker will continue to work with staff to maintain positive behaviors.			

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>		The School Improvement Team at WCMS consists of the principal, assistant principal, school counselor, grade level chairs and other teachers as well as parents, students and community members. They meet at least twice a month to discuss, review and improve effective practices. Every teacher at WCMS implements tiered assignments, small group instruction, exit tickets, etc. Teachers also participate in professional development.	Limited Development 01/22/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The school improvement team at WCMS meets bimonthly for an hour using a detailed agenda to discuss effective practices and analyze data to improve school-wide instructional practices. Teachers will complete a total of 4 learning walks. Following each learning walk teachers will discuss classroom practices such as word walls, anchor charts, posted data, daily agendas, etc in staff meetings. Evidence: WCMS ILT/SIT meeting minutes, meeting sign in sheet and agendas, learning walk checklist, staff meeting agendas, sign in sheets, meeting minutes.		Clarice Johnson	07/01/2024
Actions			7 of 12 (58%)		
	3/13/17	School Improvement Team meets twice a month to assess the needs of the school based on data.	Complete 03/02/2020	Patricia Ratcliff	06/20/2020
		<i>Notes:</i> Practice or use the NCStar Template for the Agenda. Separate what's Administrative tasks form School Improvement tasks. Focus more on Results. Evidence: Meeting Agendas Meeting Minutes Sign-in sheets			
	3/13/20	This is an ongoing endeavor. data will reflect this through walk throughs, reports and observation/evaluations.	Complete 03/13/2020	Roseann DeBrango	06/30/2020
		<i>Notes:</i>			

2/1/17	The Instructional Leadership Team will complete Learning Walks at least 4 times per year to follow the Model Classroom Checklist (Data Posted, Tiered Assignments, Vocabulary Instruction, Word Walls, Standards Posted, Pretest/Posttests Data, and Small Group Instruction)	Complete 03/13/2020	Dianne Stokes	06/30/2020
<p><i>Notes:</i> Discuss effective practices to be observed. Team will look for Model Classroom Checklist. Who is responsible for scheduling/convening the Team, leading a debrief from the team? What are next steps after debriefing? Evidence: Learning Walks Data</p>				
3/13/17	Professional Development is provided for teachers needing additional support (SchoolNet, Edgenuity, Tiered Assignments, Lesson Planning, Google Classroom, and Classroom Management).	Complete 03/13/2020	Mary Alons	06/30/2020
<p><i>Notes:</i> Teachers self-select PD they want or need. Administration select teachers based on need/trends they observe. District Office provide PD as needed. Evidence: Sign-in sheets</p>				
3/13/17	Differentiation of instruction is monitored weekly to meet the School's and District's Non-negotiables	Complete 03/13/2020	Dianne Stokes	07/01/2020
<p><i>Notes:</i> Lesson plans are reviewed and teachers are given feedback. Administrators conduct walkthroughs. Evidence: Walk through data</p>				
8/5/21	School Improvement Team meets twice a month to assess the needs of the school based on data.	Complete 06/10/2022	Clarice Johnson	07/01/2022
<p><i>Notes:</i> Continue to use NCStar to document School Improvement Team agendas and minutes. Evidence: Meeting Agendas Meeting Minutes Sign-in sheets</p>				

8/5/21	The Instructional Leadership Team will complete Learning Walks at least 4 times per year to follow the Model Classroom Checklist (Data Posted, Tiered Assignments, Vocabulary Instruction, Word Walls, Standards Posted, Pretest/Posttests Data, and Small Group Instruction)	Complete 06/10/2022	Gregory Boston	07/01/2022
<p><i>Notes:</i> Discuss effective practices to be observed. Team will look for Model Classroom Checklist. Who is responsible for scheduling/convening the Team, leading a debrief from the team? What are next steps after debriefing? Evidence: Learning Walks Data</p>				
8/5/21	Professional Development is provided for teachers needing additional support (SchoolNet, i-Ready, Edgenuity, Tiered Assignments, Lesson Planning, Google Classroom, and Classroom Management.		Clarice Johnson	07/01/2024
<p><i>Notes:</i> Teachers self-select PD they want or need. Administration select teachers based on need/trends they observe. District Office provide PD as needed. Evidence: Sign-in sheets Presentations Videos Pictures</p>				
8/5/21	Differentiation of instruction is monitored weekly to meet the School's and District's Non-negotiables.		Clarice Johnson	07/01/2024
<p><i>Notes:</i></p>				
11/22/22	Weekly PLC's will be offered to review best practices.		Clarice Johnson	07/01/2024
<p><i>Notes:</i> PLC Meeting Minutes Lesson Plans</p>				
12/9/22	School Improvement Team meets twice a month to assess the needs of the school based on data.		Clarice Johnson	07/01/2024
<p><i>Notes:</i> Meeting Agenda and Minutes</p>				
12/9/22	MTSS Team meets once a month to assess the needs of the school based on data.		Clarice Johnson	07/01/2024
<p><i>Notes:</i> MTSS Meeting Agenda and Minutes</p>				
Implementation:		07/07/2020		

<i>Evidence</i>	10/30/2018 Sign-in sheets, Agendas, Meeting Minutes				
<i>Experience</i>	10/30/2018 The School Improvement Team meets twice monthly.				
<i>Sustainability</i>	10/30/2018 The Team will continue to meet and discuss data and make needed improvements.				
		B1.07 The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Currently Washington County Middle School offers support to our students academically, socially and emotionally. We have a School Guidance Counselor, District EC Director, Behavioral Support, Social Worker, Nurse, Health Department, and outside agencies, etc. to support our school; however, we still need additional professional development to support All of our students.	Limited Development 08/28/2020		
How it will look when fully met:	<p>We expected to see well-rounded students (Emotionally, Socially, Physically) who are happy and connected to school. Staff members are able to understand and deal with our students who are experiencing difficulties at school and home.</p> <p>We expect to see trust and support between the school, families, community, and all stakeholders improving the school relationship and climate.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Overcoming Obstacles/Zone of Self Regulation Curriculums Attendance Record Discipline Record (Educator's Handbook) Summer Feeding Program Daily Teacher Talks School Nurse Support Guidance Counselor Support 		Clarice Johnson	07/01/2024
Actions		5 of 7 (71%)		
8/29/20	The School Improvement Team will analyze data from surveys, attendance, behavior, academics, etc., meetings and other pertinent information to support students.	Complete 06/10/2022	Candace Pitter	06/10/2022
<i>Notes:</i>				
8/29/20	Professional Development opportunities will be provided to address needs and to provide staff with knowledge and skills to support our students.	Complete 06/29/2023	Azareel Young	06/16/2023

<i>Notes:</i>				
8/29/20	Responsible for students physical health, mental and emotional health, and safety.	Complete 06/29/2023	Azareel Young	06/16/2023
<i>Notes:</i>				
8/29/20	School will ensure that resources are available to follow-up on the treatment of physical and mental/emotional health of students	Complete 06/29/2023	Azareel Young	06/16/2023
<i>Notes:</i>				
12/9/22	The School Improvement Team will analyze data from surveys, attendance, behavior, academics, etc., meetings and other pertinent information to support students.	Complete 06/29/2023	Azareel Young	07/01/2023
<i>Notes:</i> Meeting Agenda and Minutes Educator's Handbook Data Nine Weeks Celebrations Survey Data Attendance Records Academic Data (PowerSchool, SchoolNet, etc.)				
6/29/23	Professional Development opportunities will be provided to address needs and to provide staff with knowledge and skills to support our students.		Clarice Johnson	07/01/2024
<i>Notes:</i>				
6/29/23	The School Improvement Team will analyze data from surveys, attendance, behavior, academics, etc., meetings and other pertinent information to support students.		Clarice Johnson	07/01/2024
<i>Notes:</i>				

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>		To establish a team structure among teachers with specific duties and time for instructional planning, teachers participate in PLCs with the administrative team, as well as, their grade levels. In addition, teachers have time to work in vertical teams in their perspective subject matters to discuss strategies and best practices to work towards proficiency. To ensure continuity in each discipline, Grade Level Chairs periodically meet with the administrative team to discuss needs, concerns and progress towards established goals.	Limited Development 01/22/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		To establish a team structure among teachers with specific duties and time for instructional planning, teachers will participate in PLCs with the administrative team, as well as, their grade levels. In addition, teachers will have time to work in vertical teams in their perspective subject matters to discuss strategies and best practices to work towards proficiency. To ensure continuity in each discipline, Grade Level Chairs will periodically meet with the administrative team to discuss needs, concerns and progress towards established goals. Evidence: Meeting Agendas, Meeting Minutes, Sign-in Sheets, Pacing Guide.		Dianne Stokes	07/01/2024
Actions			7 of 10 (70%)		
2/1/17	Master schedule established for common planning, PLC's, Grade Level meetings, etc.		Complete 07/30/2019	Dianne Stokes	07/30/2019
<i>Notes:</i> Person needs to know the planning time for each grade level. Vertical Teaming we need to figure out coverage for teachers who will be out of class during that time. Teachers can rotate the planning period in which they meet.					
Meeting Agenda, Sign-in sheets					
10/22/18	Teachers will be given specific goals and responsibilities in team meetings.		Complete 08/31/2019	Clarice Johnson	08/31/2019

Notes: Each teacher will have a role to perform.

Meeting agendas, Meeting minutes, sign-in sheets

3/13/17

Established schedule for Vertical team meetings will occur monthly to discuss school planning for instruction across grade levels.

Complete 07/01/2020

Dianne Stokes

04/28/2020

Notes: Teachers will focus on the following questions:
What criteria are we going to use to determine the impact of Vertical Planning?
How is rigor from grade level to grade level addressed?
How do we monitor implementation of non-negotiables among grade levels? What are the purposes of Vertical Teams?
Evidence:
Meeting Minutes
Meeting Agendas
Sign-in Sheets

10/22/18

Professional Development on PLC's, Vertical Teaming, School Leadership Team, etc.

Complete 07/01/2020

Clarice Johnson

06/06/2020

Notes: Staff will receive Professional Development where needed

Evidence: Meeting Agendas, sign-in sheets

3/13/20

Grade level/vertical meetings are ongoing throughout the year.

Complete 06/05/2020

Clarice Johnson

06/30/2020

Notes:

8/5/21

Master schedule established for common planning, PLC's, Grade Level meetings, etc.

Complete 06/10/2022

Dianne Stokes

07/01/2022

Notes: Establish routines and procedures, safety and emergency planning, and collaboration opportunities.

Evidence:
Master Schedule
Emergency/Evacuation Routes
Meeting Agenda
Sign-in sheets

8/5/21

Teachers will be given specific goals and responsibilities in team meetings.

Complete 06/10/2022

Jai'la Carmack

07/01/2022

Notes: Roles will be assigned to teachers to meet and perform specific goals.

Evidence:
Meeting agendas
Meeting minutes
Sign-in sheets

8/5/21	Establish a schedule for Vertical team meetings to occur monthly to discuss school planning for instruction across content areas and grade levels.		Brittany Smallwood	07/01/2024
<p><i>Notes:</i> Teachers will focus on the following questions: What criteria are we going to use to determine the impact of Vertical Planning? How is rigor from grade level to grade level addressed? How do we monitor implementation of non-negotiables among grade levels? What are the purposes of Vertical Teams?</p> <p>Evidence: Meeting Minutes Meeting Agendas Sign-in Sheets</p>				
8/5/21	Professional Development on PLC's, Vertical Teaming, School Leadership Team, etc.		Brittany Smallwood	07/01/2024
<p><i>Notes:</i> Staff will receive Professional Development where needed.</p> <p>Evidence: Meeting Agendas Sign-in sheets</p>				
8/5/21	The master schedule will reflect common planning time for each grade level to discuss research based instructional practices.		Brittany Smallwood	07/01/2024
<p><i>Notes:</i> PLC/Vertical/Grade Level Meeting minutes.</p>				
Implementation:		07/07/2020		
Evidence	7/30/2019 Agendas, Meeting Minutes, Sign-in sheets			
Experience	10/30/2018 Teachers participate in PLCs with the administrative team and their grade levels.			
Sustainability	10/30/2018 Teachers will continue to work in vertical teams in their perspective subject matters and Grade level Chairs will continue to meet with Administrative Team to discuss needed improvements.			

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
<i>Initial Assessment:</i>		Walk-Throughs and learning walks are done routinely at school. Teachers are evaluated and given feedback based on these observations. Principals provide teachers with suggestions and notify them of any resources available to assist them. Instructional lesson plans are analyzed by principals and teachers are given clear and constructive feedback. Principals also meet with teachers on a weekly basis providing routine updates on progress and next steps.	Limited Development 01/22/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The Administrative Team uses NCEES and the District Walkthrough Form, which gives immediate feedback, to monitor instruction. The Administrative Team is highly visible and focus on rigorous instruction. They are directly involved in the design and implementation of lesson plans. Administrators are knowledgeable of various assessments and monitor assessment systems at the classroom and school levels. Administrators spend at least 40 percent of their time to observe teaching and improve instruction. Administrators meet with teachers at the end of the day to reflect and discuss the lesson observed. (The Admin Team models and communicates the expectation of improved student learning through commitment, discipline. and careful implementation of effective practices. Evidences: Walk through Data NCEES Data		Gregory Boston	07/01/2024
Actions			5 of 9 (56%)		
10/21/18	Model a lesson where needed.		Complete 05/08/2019	Selita Skinner	06/06/2019
<i>Notes:</i> Admin will model lessons where needed. Evidence: Feedback reflections					
10/21/18	Administrators will continue to attend PLCs and utilize the district walk-through form to provide suggestions, and monitor the implementation of proposed practices.		Complete 11/05/2019	Dianne Stokes	06/06/2020

Notes: Admin will use the Walk through form to give feedback.

Evidence:
PLC Agendas; Sign-in sheets

10/21/18 Spend 40% of time in classrooms observing and giving feedback. Complete 12/02/2019 Dianne Stokes 06/06/2020

Notes: Admin will spend 40% of their time in classrooms.

Evidence: Walkthrough Database

10/21/18 Work closely with teachers to create and implement rigorous, engaging lesson plans. Complete 03/03/2020 Roseann DeBrango 06/20/2020

Notes: Admin will work with teachers to create rigorous lessons.

Evidence:
PLC Agendas; Sign-in sheets

8/5/21 Spend 40% of time in classrooms observing and giving feedback. Complete 06/10/2022 Gregory Boston 07/01/2022

Notes: Admin will spend 40% of their time in classrooms.

Evidence: Walkthrough Database

8/5/21 Work closely with teachers to create and implement rigorous, engaging lesson plans. Gregory Boston 07/01/2024

Notes: Admin will work with teachers to create rigorous lessons.

Evidence:
Lesson Plans
Walkthroughs
PLC Agendas
Sign-in sheets

11/22/22 Use observations providing action steps to help develop teachers to become effective in the classroom. Gregory Boston 07/01/2024

Notes: Walkthrough data

8/5/21 Administrators will attend PLCs and utilize the district walk-through form to provide suggestions, and monitor the implementation of proposed practices. Gregory Boston 07/01/2024

Notes: Admin will use the Walk through form to give feedback.

Evidence:
Walk-through Data
PLC Agendas
Sign-in sheets

8/5/21 Provide model lessons to demonstrate best practices.

Gregory Boston

07/01/2024

Notes:

Implementation:

03/13/2020

Evidence

10/30/19
District Walkthrough Form data, NCEES data

Experience

10/30/2018
The Principal does 6 walkthroughs per week and monitors lesson plans.

Sustainability

10/30/2018
Principal will continue to conduct 6 walkthroughs per week.

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:

The school regularly communicates with parents about the expectations for students in and out of the classroom as well as what parents need to do to provide support for their children's learning. A phone call goes home when needed, to give all parents an opportunity to learn about the agenda of events for the upcoming week. The school website is updated to provide announcements and updates for parents. Regular informational meetings are planned and announced to parents. These opportunities include: Back to School Night, Curriculum Night, Personalized Education Planning Nights, EOG Prep Night, and Report Card Conferences, etc.

Limited Development
05/24/2016

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

We have a Back to School Festival inviting parents and all stakeholders

Parent-Student-Teacher Compact, listing the responsibilities of each will go out within the first week of school to be signed by all parties and reviewed throughout the year.

Open House/Title 1 Meeting will be planned August 23, 2019to inform parents about the goal of Title 1, which is to insure that all children who are considered "high-risk" get a quality education. Parents will be informed about Parental Rights and Services Provided by Title 1 Funds

Friendly phone calls go out within the first two weeks of school asking parents about student's likes/ dislikes etc.

Principal does "All-Calls" announcing upcoming events and stating "High Expectations"

Our School website displays current and upcoming events as well as in-house newsletters and articles giving parents tips on how to hold high expectations for their children.

We have Curriculum Night where parents will see the material their children are studying. They will also review and sign Personalized Education Plans.

We have Report Card Pick-up and Conferences where parents can discuss their child's progress, strengths and weaknesses, and have conversations about how to help the student.

Teachers use multiple communication methods to best fit each parent. (email, Remind App, Phone calls, etc.)

Teachers have two-way communication-- interactive dialogue with parents; in-depth conversations occur during telephone calls, home visits, Parent-Teacher Conferences, and Open House.

During Report Card Pick-up/Parent Conferences and Curriculum Nights, Staff will present Research Findings to families on the following:

- How to nurture their children's language skills, as well as tips on the use of correct, effective, and appropriate language forms.
- Parental expectations, speaking and reading to children, number of books in the home, etc.
- Present to parents the Research Findings on supporting students to be high achievers and adopting styles that are associated with

Leah Cromartie

07/01/2024

	<p>positive outcomes, ie. Checking homework, shared reading activities, etc.</p> <ul style="list-style-type: none"> All staff will have training on Bridging Cultures; Poverty workshops <p>Evidence: Meeting Minutes</p> <p>Agendas</p> <p>Sign-in sheets</p>			
Actions		17 of 24 (71%)		
7/23/18	Back to School Festival	Complete 08/24/2019	Dianne Stokes	08/25/2019
	<p><i>Notes:</i> Staff and Central Support Staff will be available to meet parents and have a brief face-to-face conversation.</p> <p>Evidence: Sign-in Sheets Brochure</p>			
7/23/18	Parent-Student-Teacher Compact signed within the first week of the school year.	Complete 08/31/2019	Dianne Stokes	08/31/2019
	<p><i>Notes:</i> All Parent-Student-Teacher Compacts will be turned in and signed. They will be revisited throughout the year during Parent Conferences.</p> <p>Evidence: Copy of signed Parent-Student-Teacher Compacts</p>			
7/23/18	Friendly phone calls will go out within the first two weeks of school with teachers introducing themselves and asking parents about student's likes dislikes etc.	Complete 09/04/2019	Dianne Stokes	09/10/2019
	<p><i>Notes:</i> Teachers will give a friendly call to parents. Teachers will learn about student's likes and dislikes. Teachers will discuss grades, homework and behavior</p> <p>Evidence: Phone call logs</p>			
7/23/18	Outside bulletin board will display upcoming events.	Complete 09/18/2019	Dianne Stokes	09/18/2019

Notes: Mrs Taffer will keep the outside bulletin updated with upcoming events happening at the school.

Evidence:
Pictures of Bulletin

7/23/18 Principal will conduct All-Calls to announce upcoming events Complete 12/10/2019 Dianne Stokes 12/10/2019

Notes: Principal will continue to keep parents informed about upcoming events happening at school as well communicating high expectations for students.

Evidence:
Electronic Printouts from All-Calls
Each Grade level will make All-Calls to parents

7/24/18 Send families brochures with strategies to help their children at home/Title 1 Brochures. Complete 12/10/2019 Dianne Stokes 12/20/2019

Notes: Teachers, Counselor, and District Social Worker will locate and send home brochures that list strategies to help students with anything concerning school life, home life, and life skills.

Evidence:
Brochures
Title 1 Compact
Newsletter
Webpage

7/30/18 The school website will have School events, updates, and important reminders. Complete 11/28/2019 Mary Alons 12/20/2019

Notes: WCMS will be up to date with our school website for current events and notices.

Evidence:
Newsletter
Webpage

7/23/18 School website will display current and upcoming events. Complete 11/12/2019 Mary Alons 01/27/2020

Notes: Upcoming events will be posted on our website bi-monthly, along with articles and tips to encourage parents to help their children to be successful in school.

Evidence:
Website

7/23/18	Host Curriculum nights, where parents will sign Personalized Education Plans (PEP's)	Complete 02/11/2020	Mary Alons	02/25/2020
<p><i>Notes:</i> All staff will host Curriculum nights and present Research Findings that give strategies to parents on how to support their children's education.</p> <p>Evidence: Parent sign in sheets</p>				
7/24/18	Share with parents the research findings on the strategies that impact student achievement during Curriculum Night, Report Card Pickup/Conferences, EOG Prep Night.	Complete 07/01/2020	Pitter	04/10/2020
<p><i>Notes:</i> Teachers will read articles from Educational Leadership and share the research findings on factors that increase student achievement, such as Parental expectations, speaking and reading to children, number of books in the home, etc. during Curriculum Night, Report Card Pickup/Conferences. Counselor will also offer parents brochures/articles with Research Findings on high expectations and adopting styles that are associated with positive outcomes, ie. Checking homework, shared reading activities.</p> <p>Evidence: Sign in sheets Articles/website</p>				
7/24/18	Report Card Pick-up/Conferences	Complete 03/03/2020	Dianne Stokes	04/20/2020
<p><i>Notes:</i> Parents will be required to pick up students report cards every nine-weeks. They will have to sit with each teacher and discuss child's progress, strengths and weaknesses.</p> <p>Evidence: Sign in Sheets</p>				
7/24/18	Equip families with understanding of the Common Core and Essential Standards Curriculum in ELA, Math, Science, and Social Studies through activities during Curriculum Night, Report Card Pickup/Conferences.	Complete 02/11/2020	Pitter	04/20/2020

Notes: Teachers will present Research Findings to parents through powerpoints presentations that showcase the Common Core and Essential Standards.

Evidence:
Sign in sheets
Website
Handouts
Powerpoints

7/24/18 Using multiple communication methods, ie. emails, texts, phone calls, face to face, Remind 101.

Complete 07/01/2020

Dianne Stokes

06/03/2020

Notes: Staff will utilize phone calls, emails, texts and Remind 101 app to communicate with parents about their student's progress.

Evidence:
Phone call Logs
Email print outs
Remind 101 data print outs

7/24/18 Two-way communication-- interactive dialogue between teachers and parents. Conversations occur during telephone calls, home visits, Parent-Teacher Conferences, and Open House.

Complete 06/05/2020

Dianne Stokes

06/10/2020

Notes: Teachers will optimize every opportunity to have in-depth conversations with parents during programs or at any other occasion.

Evidence:
Phone Call Logs
Sign in sheets
Notes from meetings
Surveys
Emails

7/24/18 Meet face to face with each family at the beginning, and throughout the year.

Complete 06/05/2020

Dianne Stokes

06/10/2020

Notes: During Back to School Festival and Back to School Night/Title 1 Night, Curriculum Night, PEP Night, and Report Card Pickup/Conference, teachers will make concerted efforts to meet parents face to face.

Evidence:
Sign in sheets
PowerPoint

7/24/18 EOG Prep night

Complete 06/05/2020

Mary Alons

06/10/2020

Notes: Teachers will organize EOG Prep Night where they will create Schoolnet Tests similar to EOG tests and have parents help students complete the test. They will also assemble parents in the gym and present the routine their child goes through during a typical day and how their child is taught. Parents and students will play a Quizziz and Kahoot game on Math, Reading and Science. Students and parents will work together to solve the problems/answer questions.

Evidence:
Parent sign in sheets

8/5/21 Outside bulletin board will display upcoming events.

Complete 06/10/2022

Ann Taffer

07/01/2022

Notes: Mrs. Taffer will keep the outside bulletin updated with upcoming events happening at the school.

Evidence:
Pictures of Bulletin

8/5/21 Principal will conduct All-Calls to announce upcoming events.

Leah Cromartie

07/01/2024

Notes: Principal will continue to keep parents informed about upcoming events happening at school as well communicating high expectations for students.

Evidence:
Electronic Printouts from All-Calls.

8/5/21 Send families brochures with strategies to help their children at home/Title 1 Brochures.

Leah Cromartie

07/01/2024

Notes: Teachers, Counselor, and District Social Worker will locate and send home brochures that list strategies to help students with anything concerning school life, home life, and life skills.

Evidence:
Brochures
Title 1 Compact
Newsletter
Webpage

8/5/21 The school website will have School events, updates, and important reminders.

Leah Cromartie

07/01/2024

Notes:

8/5/21 The school website will have School events, updates, and important reminders.

Leah Cromartie

07/01/2024

Notes: WCMS will be up to date with our school website for current events and notices.
Evidence:
 Newsletter
 Webpage

8/5/21 WCMS will host Curriculum Nights, Report Card Pickups, Parent Conferences, and EOG Prep Night to share strategies with parents to impact and improve student achievement.

Leah Cromartie

07/01/2024

Notes: All staff will host Curriculum nights and present Research findings that give strategies to parents on how to support their children's education. Teachers will develop individualized PEP's for at-risk students and share research findings on factors that increase student achievement during Curriculum Night, Report Card Pickup, and/or Parent Conferences. The Counselor will offer parents brochures/articles with Research Findings on high expectations and adopting styles that are associated with positive outcomes.

Evidence:
 Articles/Websites
 Newsletters/Flyers
 Parent sign in sheets
 Copy of signed PEP's

8/5/21 Using multiple communication methods, ie. emails, texts, phone calls, face to face, Remind 101.

Leah Cromartie

07/01/2024

Notes: Staff will utilize phone calls, emails, texts and Remind 101 app to communicate with parents about their student's progress.

Evidence:
 Parent Contact Logs
 Email print outs
 Remind 101 data print outs

8/5/21 Parent-Student-Teacher Compact signed within the first month of the school year.

Leah Cromartie

07/01/2024

Notes: All Parent-Student-Teacher Compacts will be turned in and signed. They will be revisited throughout the year during Parent Conferences.

Evidence:
 Copy of signed Parent-Student-Teacher Compacts

Implementation:

07/07/2020

Evidence	3/13/2020 This has been completed monthly-pictures taken.			
Experience	10/18/2019			
Sustainability	3/13/2020			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Community Engagement
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	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>We currently partnership with some businesses and church groups. The groups have donated items to the school for special activities/events. Special programs and events have been sponsored for the benefit of our children.</p> <p>Every year a Memorial Scholarship is given to the Valedictorian.</p> <p>Every year the Daughters of The Revolution recognizes a deserving graduate based on different character traits.</p>	Limited Development 03/13/2020		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>We would like to create a unique opportunity for the community to see the high-quality work that our school is addressing through our special days (Curriculum Nights, AIG, Open House, Awards Day, Proms, etc.) A team, including staff administration and community would develop goals that could drive partnerships in the community. This team would identify needs and implement partnerships to provide necessary resources to enrich school programs and the lives of our students.</p> <p>This would result in local businesses and churches joining us in the partnership of promoting the accomplishments of our school.</p> <p>Evidences:</p> <p>Send an electronic newsletter</p> <p>Engage with civic groups</p> <p>Curriculum Nights</p> <p>Open House</p> <p>Graduations</p> <p>Awards Celebration</p> <p>Engage with civic/church groups and business partnerships.</p> <p>Go to non-school events.</p> <p>Use social media to create genuine engagement surveys.</p> <p>Drive-through Device pickup</p>			Sandra Arnold	07/01/2024
Actions			1 of 5 (20%)		
	8/29/20	Surveys will be created to engage business and community leaders to partnership with the school.	Complete 06/10/2022	Patricia Ratcliff	06/10/2022
	<i>Notes:</i>				
	8/29/20	North Carolina Public Libraries collaboration promoting e-books.		Leah Cromartie	07/01/2024
	<i>Notes:</i>				

8/29/20	Partnership with the AIM program and Delta Academy to support student promote arts in the school.		Sandra Arnold	07/01/2024
<i>Notes:</i> The AIM program provides opportunities to participate in the arts. Delta Academy is mentoring program dedicated to providing academic, social and emotional support to middle school girls.				
3/13/20	We will partner with the local businesses, community organizations, and other agencies to meet the needs of the school.		Sandra Arnold	07/01/2024
<i>Notes:</i> We will meet with the owner and invite them to our school events.				
3/13/20	Seek support of Church Groups to increase our community partnerships.		Sandra Arnold	07/01/2024
<i>Notes:</i>				
Implementation:		03/13/2020		
Evidence	3/13/2020 The management was invited to school events and school administration visited the business many times.			
Experience	3/13/2020 We met with the management several times to discuss our school events and invite them .			
Sustainability	3/13/2020 Maintain communication throughout the year/summer.			