

Comprehensive Progress Report

Mission: At GCMS, relationships will be developed between the staff, students, and community while working together as a team to create a safe learning environment of the highest quality.

Vision: Our vision at GCMS is to empower students to become successful in a globally competitive society.

Goals:

By June 2024, the number of students at risk (concern/high risk) on the BIMAS composite will decrease from 41% to 31%. This shows that students are developing the social, emotional, and character competencies that promote learning and success in life.

All students will build good academic habits that will reduce the number of students failing two or more core classes each nine weeks from 15% to no more than 10% by the end of the 2023-24 school year.

By June 2024, our American Indian students will increase their EOG composite score from 27.4% proficiency to 33.4% proficiency.

By June 2024, our students with disabilities will increase their EOG composite score from 13.0% proficiency to 19.0% proficiency.

By September 2024, Gray's Creek Middle School will increase the school's performance grade from 59 to 62.

By June 2024, Gray's Creek Middle School will increase their EOG composite score from 52.7% to 60%.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2021-2022-We are continuing this indicator from last year. We want to continue to focus on this indicator as last year was primarily virtual and therefore actual classroom implementation was minimal.	Limited Development 08/02/2021		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		2021-2022- Teachers will focus on transitions this school year. The intention is to make them smoother, efficient, and practiced with fidelity.	Objective Met 08/02/22	Kelly Solomon	06/01/2022
Actions					
	8/18/21	Classroom Management correlate will facilitate PD for teachers on effective management strategies/tools. The team will provide classroom management PD for Beginning Teachers during one of their BT meetings.	Complete 12/17/2021	Amber Holland	12/17/2021
<i>Notes:</i>					
	8/18/21	Teachers will implement Advisory activities and lessons in order to build relationships with students.	Complete 03/10/2022	Amber Holland	06/01/2022
<i>Notes:</i>					
	8/18/21	Administration will model expectations for teachers/students at faculty meetings (i.e. BOY faculty handbook review)	Complete 05/26/2022	Mark Pepper	06/01/2022
<i>Notes:</i> Administration will model their classroom management expectations at every faculty meeting, starting with the beginning of year (teacher workday) meetings. This will gain teacher buy-in and build consistent procedures and policies.					
	8/18/21	Teachers will receive a “First Days of School” presentation that includes transitions to and from classes, school policies/procedures, team policies/procedures, and individual teacher policies/procedures and high expectations..	Complete 08/13/2021	Amber Holland	06/01/2022

Notes: Grade Level Chairs will present the "First Days (10) of School" PowerPoint Presentation at the beginning of the 2021-22 school year as well as at the beginning of the second semester in January 2022 to reinforce and introduce the expectations for the remainder of the 2021-22 school year.

8/18/21	Teachers will review and discuss the CCS Code of Conduct and School Student Handbook (integrate instructional strategies and/or modeling to reinforce) with students.	Complete 01/10/2022	Amber Holland	06/01/2022
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Notes:

8/18/21	Teachers will use data and behavioral management systems to track and monitor teacher-student disciplinary referrals (in-house and/or administrative).	Complete 05/20/2022	Amber Holland	06/01/2022
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Notes:

8/18/21	Teachers will stagger transitions between classes.	Complete 05/20/2022	Amber Holland	06/01/2022
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Notes:

8/18/21	Identify the focus area/need based on the teacher and correlate reflection.	Complete 05/20/2022	Amber Holland	06/01/2022
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Notes:

Implementation:

08/02/2022

Evidence

8/2/2022
All staff implemented the rules and procedures throughout the year. It was monitored frequently.

Experience

8/2/2022
This was a positive experience.

Sustainability

8/2/2022
We will continue to monitor classroom instruction.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Teachers currently meet on their grade level with content area PLCs twice per week for a minimum of 120 minutes and up to 180 minutes. Each week, one content area will give a 30-minute presentation at grade level. This should rotate weekly between content areas. Week 1 - ELA, Week 2 - Math, Week 3 - Social Studies, and Week 4 - Science. These presentations give content teachers the opportunity to explain upcoming objectives and teaching practices. (3 hours IP per week mandated by CCS)

Teachers also meet as a school content department once per month for 45 minutes to an hour. Cumulatively, this is approximately 4 hours per week for instructional planning. Each PLC meeting should have minutes kept and should be placed in a shared folder on Google Drive for administration to review.

Instructional Coaches meet with each core PLCs for 20-30 minutes once a month to present lesson planning best practices, High Yield Strategies and to keep teachers updated on CCS initiatives and policies.

Limited Development
09/30/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>2022-2023 - Instructional leadership team members will also be a part of the PLCs when this objective is fully met. School instructional leaders should be attending PLCs as contributing members. They should be involved in the teaching and eager to hear and share ideas about the learning happening in the classroom. The instructional leaders should be working with the teachers to create lessons and common assessments as equal members of the group.</p> <p>When this objective is fully met, teachers will be using the time provided for PLCs to improve the quality of their teaching and share ideas for lessons. Teachers will use this time to plan together. This will ensure our students are receiving similar, high-quality instruction from one teacher to the next. Lessons do not have to be exactly the same from teacher to teacher, but teachers should be teaching the same skills at the same time across the grade level content area. Teachers will also use this time to create common assessments. Common assessments do not have to be summative assessments. Common assessments can be formative or summative in nature. Some examples of a common assessment might include a lab or project, a worksheet, a Quizizz, a benchmark test, etc. Teachers will also utilize the mastery paths pre-assessments, interim, and post-assessments set by the CCS. The purpose of these common assessments is to provide information and data for the teachers to discuss that will allow them to see how their students are performing on a certain skill in comparison to the other teachers in the same content area in the hallway. If students are struggling in one area, the teachers can discuss different ways to teach that particular skill or idea.</p>		Objective Met 06/02/23	Jason Arnett	05/31/2024
Actions					
	9/30/22	Members of the school's instructional support team attend and contribute to PLC meetings on a regular basis to monitor and discuss SWD, AMIN, BIMAS, and academic habits.	Complete 06/02/2023	Mark Pepper	05/30/2024
<i>Notes:</i>					

9/30/22	A product will come out of the content PLCs. Examples of products may include weekly lesson plans that show teachers are working to teach similar concepts, and/or a weekly/monthly common assessment that will be given to students across the grade level so that the teachers can compare student understanding through information and data.	Complete 06/02/2023	Mark Pepper	05/30/2024
<i>Notes:</i>				
9/30/22	A PLC structure of expectations has been developed to provide a detailed focus for Deconstruction of Standards and objectives, lesson planning and the creating of a common lesson plan, common assessments, and the analyzing of data and benchmark assessments will occur 80% of the time. PLC minutes will document attendance and the expectations for this action. Our PLC time has expanded from 90 minutes weekly to 120 minutes weekly to meet our expectations more sufficiently.	Complete 06/02/2023	Mark Pepper	05/30/2024
<i>Notes:</i> PLC minutes will document attendance and the expectations for this action.				
9/30/22	A GCMS lesson plan format has been provided to teachers that is aligned NC State Common Core Standards/NC Standards and objectives. Lesson plans will be checked weekly for the first semester of the 2022-23 school year. Lesson plans will continue to be monitored every two weeks for teachers that are proficient with the lesson plan format and weekly submission.	Complete 06/02/2023	Ebony Johnson	05/30/2024
<i>Notes:</i>				
10/19/22	Weekly monitoring of lesson plans will continue for teachers that need continued support for SWD, AMIN, BIMAS and academic habits.	Complete 06/02/2023	Ebony Johnson	05/30/2024
<i>Notes:</i>				
Implementation:		06/02/2023		
Evidence	6/2/2023			
Experience	6/2/2023			
Sustainability	6/2/2023			

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>		Gray's Creek Middle School addresses the needs of all students and provides systematic support to students that are not meeting grade level academic standards and expectations. Students receive social and emotional learning and academic support through the Advisory Time program from 7:35-8:00 am on a daily basis. Students who need additional support are assigned a Check In - Check Out mentor who provides support for academics and behavior to modify student actions to improve classroom performance, attendance and grades. Students who are high risk of not being successful academically are provided additional support through weekly sessions of math and reading enrichment to close the gap for grade level work and expectations.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		The MTSS program will monitor all students and provide academic and social and emotional supports to students who are not successful at Gray's Creek Middle School in the classroom with the basic systems and programs put in place to support all students. 80-85% of students will meet or exceed the basic grade level academic and behavior expectations in Tier 1. The MTSS program will provide additional support to 5-10% of the students that are not successful with the basic Tier 1 supports. The MTSS program will provide extensive support to 5% of the students that are not being successful with additional academic support in extended day and morning programs. Tier 3 students will receive small group counseling and guidance through the SPARKS program and academic support from iReady or SuccessMaker programs.		Lori Leigh	05/31/2024
<i>Actions</i>			0 of 5 (0%)		
	8/13/23	Instructional coaches will provide professional development sessions and training to teachers on evidence-based instructional strategies (HYIS), differentiated instruction, and how to effectively use data to inform teaching decisions.		Kelly Solomon	12/18/2023
<i>Notes:</i>					

	8/13/23	Classroom teachers will participate in peer observations twice a semester to observe HYIS in use and provide feedback through Google forms.		Terry Burks	12/18/2023
<i>Notes:</i> 10/3/2023: An email sent to all staff. Teachers are to do two observations per quarter. Teachers were given a Google Form to complete to document their observations.					
	9/24/23	The student services team will analyze the data received from the BIMAS needs assessment to create small groups and provide interventions to those students most at risk according to the survey results.		Christina Smart	03/30/2024
<i>Notes:</i> 10/2/23: Two confirmed date ranges: BOY-10/30/23-11/17/23 and MOY- 2/5/2024-2/19/2024.					
	8/13/23	The students services team will conduct a comprehensive needs assessment to identify students' specific learning needs and potential areas of improvement based on BIMAS composite scores.		Christina Smart	03/30/2024
<i>Notes:</i> 10/2/23: Two confirmed date ranges: BOY-10/30/23-11/17/23 and MOY- 2/5/2024-2/19/2024. YR24 BIMAS training 10/9/2023.					
	8/13/23	Teachers will use data from various sources (Benchmarks, EVAAS, past EOG scores, SuccessMaker, Read 180, Math 180, Needs Assessments, Interest/Career Assessments, Learning Styles Assessments, formative classroom assessments and summative assessments) to develop intervention groups, learning stations, small groups, and Math I groups during professional learning community meetings (content PLCs and team meetings) to meet the individual needs of all students.		Kelly Solomon	05/28/2024
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Gray's Creek Middle School has had an advisory program (known as "Den Time") since the opening of the school. With this program, students met in advisory groups every day. This was a part of the school's philosophy to follow a true middle school model. Over the years, we have tried different strategies to improve our advisory groups and to achieve more student and faculty buy-in. These strategies included meeting at different times of the day, implementing different activities, working with different sizes of groups, et cetera. During the 2018-2019 school year, we made the most dramatic change in Den Time when we decided to meet only once per week. We found that this change had a negative impact (in multiple ways) on our Den Time program. We want to revitalize and revamp this program so that it better meets the social, emotional, and academic needs of all students.

The school will be able to gain funds from some of the events to purchase rewards and incentives for our students, like having the sweet frog truck coming on campus. Our school provides a vast array of different measures for success including dress code, successmaker, attendance, discipline, and academic achievements. Students will be given attainable criteria that will allow them to participate in any or all celebratory events for achieving given milestones for behavioral, academic, and attendance goals within a certain time. Each student will get the opportunity to meet the expectations for achievement in order to participate each month when we celebrate different measures of success.

The goal is to motivate students to do well and to make smart choices each day in school. This will allow students to strive each day with fewer distractions in the classroom. Providing small attainable goals will make students work harder to meet our expectations.

Limited Development
07/25/2019

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>To fully meet this objective, we envision all students being a part of a small group of students. In a perfect world, this group will have fifteen or fewer students. Every certified staff member will serve as an advisor to one of these groups. Every students will be well known by at least one adult in the building and have a positive and nurturing relationship with that person and with their peers. PBIS and MTSS data will show advancement towards this goal, as we anticipate improvements in statistics related to social/emotional learning, discipline, attendance, academics, et cetera. According to the 2018 publication "Creating Connections: Middle School Advisory that Works by Erin Tobul and Ellen D'Amore successful advisory programs will be "developmentally responsive, challenging, empowering, and equitable" (page 5).</p> <p>When the objectives are fully met, we expect that the number of write-ups and office referrals will be reduced by about 5% from last year's numbers. More students will be celebrated for their academic growth and milestones. Teachers will be less stressed in our school as they will have fewer behavioral issues to deal with daily.</p>		Objective Met 08/13/23	Jami Register	06/01/2023
Actions					
7/25/19	We will implement a daily advisory session as a part of the master schedule		Complete 05/22/2020	Lori Leigh	05/22/2020
<i>Notes:</i>					
7/25/19	All certified staff members will participate in monthly professional development sessions.		Complete 05/22/2020	Mark Pepper	05/22/2020
<i>Notes:</i>					

9/30/22	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)	Complete 09/09/2022	Cristen Frazier	09/09/2022
	<i>Notes:</i> GROWL rules and responsibility poster to all members of the staff to put in classrooms. GROWL presentation on 8/22/22. Review with students the 1st - 10 days of school			
9/30/22	We will have an event that enhances social/emotional competency for our school one time per month.	Complete 06/01/2023	Cristen Frazier	06/01/2023

Notes: Sept 13,14,15 - Sweet Frog Truck @ 1pm
 (All Students can attend - \$6 cup - bring exact change)

Sept 30, 2022 - Fun Friday Free Time
 (Criteria: No Dress Code Violations & Out of Initial Placement on SuccessMaker.)

October 14, 2022 - Popcorn and Drink
 (Criteria: No unexcused absences during 1st quarter.)

November 22, 2022 - Staff vs. Students Dodgeball Game
 (Criteria: Attended all days of Benchmark testing)

December 20, 2022 - Glow Party
 (Criteria:no behavior referrals during 2nd quarter)

January 27, 2023 - Fun Friday Free Time
 (Criteria: ½ year growth in Success Maker)

February 3, 2023 - Academic Awards Assembly
 (All students attend)

March 10, 2023 - Movie and Popcorn
 (Criteria: Growth from Benchmark 1 to Benchmark 2)

April 21, 2023 - All Gas No Brakes Acceleration to EOG Rally
 (All Students)

May 23, 2023 - Academic Awards Assembly
 (All students attend)

May 26, 2023 - 8th Grade Promotion Celebration
 (8th grade students) - (This date is tentative and may change.)

10/19/22	Second Step Curriculum activities will be provided for students each week during advisory. This enhances students' social-emotional capacities and should be shown through improvement in our school's BIMAS data.	Complete 06/01/2023	Christina Smart	06/01/2023
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Notes:

Implementation:

08/13/2023

Evidence

8/13/2023

<i>Experience</i>	8/13/2023			
<i>Sustainability</i>	8/13/2023			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Gray's Creek Middle School has a grade level school counselor that follows the students through middle school to develop relationships to teach, provide support and counsel students through their middle school experience. Each year the school counselor will move up with their students to continue to support and guide students and to provide the students with information on scheduling and transitioning from elementary school to high school. Gray's Creek Middle School provides opportunity for the elementary school students to visit the middle school and to see what the middle school has to offer them as the transition from elementary to middle school students. A close relationship has been developed with the high school and 8th grade students get the opportunity to visit the high school and to learn about graduation requirements, GPA, and other academic and extra curricular opportunities at the high school level. School counselors provide guidance and information on course selection and track students so they are able to graduate from high school in four years.</p>	<p>Limited Development 10/11/2022</p>		
<i>How it will look when fully met:</i>			<p>Gray's Creek Middle School will provide Curriculum Night programs to the elementary parents and students with the opportunity to learn about the middle school curriculum and extra curricular activities to provide a well rounded educational opportunity for all students. This program will be held yearly to provide elementary parents with information about registration, curriculum, and general information about the middle school concept and programs. The School Counselors will be assigned a grade level of students and will move up with their specific grade level of students to develop strong relationship with students and families during the middle school years. A transition plan will be developed with the high school counselors to prepare 8th grade students for the challenges of high school. 8th grade students will get to meet the high school counselors and choose an academic track to follow for high school graduation.</p>		<p>Ebony Johnson</p>	<p>05/26/2023</p>
Actions						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
!	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		LaShanda Carver	05/30/2023
Actions			0 of 3 (0%)		
10/21/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success			La'Shanda Carver-Mooore	05/30/2022
<i>Notes:</i>					
10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP			LaShanda Carver	05/30/2023
<i>Notes:</i>					
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.			LaShanda Carver	05/30/2023
<i>Notes:</i>					

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>		We currently have a School Improvement Team that consists of the principal, assistant principals, and a representative from instructional support, electives, exceptional children, 6th grade, 7th grade, 8th grade, teacher of the year, teacher assistant/classified, and a parent. This group meets once a month. In addition, the team is broken into correlates that focus upon specific indicators for the year. Each of these correlates meets once a month. Therefore, the team meets twice a month, once with a focus on individual indicators, and once with a focus on indicators updates and other important school improvement items.	Full Implementation 10/11/2022		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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>		We currently have all elements of MTSS incorporated within our school building. The challenge in the past has been getting the various pieces of MTSS (PBIS, attendance, social-emotional support, academics, SST, etc.) to interconnect and communicate seamlessly. This year, our MTSS Leadership team has focused on creating a system that allows the pieces and data to be more readily visible in one place. This will allow for communication at a glance and the various groups to input data that can influence the other parts. As we implement the system, we will monitor and adjust as we run into challenges but fully believe our MTSS program will be significantly enhanced by the end of this school year.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	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>			The administration team meets weekly to discuss what is being seen in the classrooms at Gray's Creek Middle School. The focus is on teaching and learning and how the administration can support and coach teachers to improve instruction. The administrative team has identified teachers that are in need of high support and has included the Instructional Coaches in these discussions during weekly Instructional Leadership Team Meetings. The instructional coaches have put high need teachers on their coaching cycles and have created a system to identify the level of support for high need teachers. 3 - high support, 2 medium support, 1 low support. The Instructional Leadership Team has divide into two teams of 3 to conduct walk through visits and I-round visits to align observations and walk through classroom look-fors/focus and feedback to teachers.	Limited Development 10/02/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			The Instructional Leadership Team will conduct 2-3 classroom walk-throughs per day per team for a minimum of 10 classroom walk-throughs per week for each team. Classroom walk-throughs will be no longer than 15 minutes and will focus on one instructional strategy during the observation. Instruction Leadership Teams will then discuss what was observed during the walk-through to align the each team members vision and feedback. The Instructional Teams will provide feedback within 24 hours of the walk-through. The feedback can be provided by the team members, one team member or in writing.		Catina Johnson	05/31/2024
Actions				0 of 5 (0%)		
	9/24/23	The school leadership team will establish clear expectations for the use of the high yield instructional strategy Numbered Heads/Collaborative Pairs by providing a professional development that models and defines how to effectively incorporate the strategy into their classroom.		Kelly Solomon	10/31/2023	

<p><i>Notes:</i> 9/11/23 ~ Professional development was provided to the staff during an after school faculty meeting on the implementation of Numbered Heads/Collaborative Pairs.</p> <p>9/15/23-10/27/23 ~ In the weekly newsletter, staff is given instructional practices and videos on how to implement Numbered Heads/Collaborative Pairs in their classroom.</p> <p>10/10/23 ~ The instructional coach provided a mini professional development during grade level meetings on using Clock Appointments as a means to completing Numbered Heads/Collaborative Pairs.</p>				
9/24/23	During learning walks, the school leadership team will observe and provide feedback on the use of Numbered Heads/Collaborative Pairs to engage all students in the learning task.		Lori Leigh	12/18/2023
<i>Notes:</i>				
10/2/22	The school leadership team will monitor the grade-level instructional PLCs by attending and actively participating to ensure lesson plans are standard-based aligned and high-yield instructional strategies are utilized.		Terry Burks	12/18/2023
<i>Notes:</i>				
10/2/22	The school leadership team will conduct walkthroughs by visiting classrooms daily during instruction to observe the use of high-yield strategies (numbered heads) by using the iRound tool developed by CCS to guide look-fors and provide real-time feedback to teachers to increase student engagement.		Catina Johnson	12/18/2023
<p><i>Notes:</i> 9/4/23 ~ The administration team has developed a rotation schedule to ensure classes are visited regularly.</p> <p>9/4/23 ~ iRound focus will be 3.1 to align with beginning of the year school focus on procedures and expectations.</p> <p>10/6/23 ~ iRound focus changes to 2.3 student discourse.</p>				
10/2/22	The school leadership team will meet weekly to discuss, analyze, and review coaching comments to determine next steps for additional teacher support.		Lori Leigh	12/18/2023
<i>Notes:</i>				
Implementation:		08/13/2023		
Evidence	8/13/2023			

<i>Experience</i>	8/13/2023			
<i>Sustainability</i>	8/13/2023			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The instructional leadership team meets weekly to look at data and discuss areas of needed improvement. We have also added more detailed data expectations to our grade-level instructional PLCs to more clearly address the data disaggregation that will be helpful to supporting our students.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		We will know that this objective has been fully met when the PLC meeting minutes for all of our grade-level instruction teams provides quantitative evidence of their data disaggregation weekly. The follow up to the data disaggregation provide information on how the team will work to provide support in the areas of need. In addition, the instructional leadership team meeting minutes will also provide evidence of data discussion and supports that will be provided in areas of concern.		Kelly Solomon	05/19/2024
Actions			2 of 9 (22%)		
	10/19/22	Social-emotional learning competency data will be measured through the BIMAS. The data will be disaggregated upon completion of each BIMAS given (BOY, MOY, EOY), with specific focus upon students with disabilities, American Indian students, and students who are struggling academically. The academic students will be identified by the team teachers as Tier 2 or 3 students, who are documented on the MTSS Tier 2 spreadsheet.	Complete 06/01/2023	Lori Leigh	06/01/2023

Notes: The BIMAS was given 3 times during the year and data was looked at for all students, and then American Indian students and Students with Disabilities as specific subgroups. The student services team adjusted their delivery as needed to ensure support was provided to students that needed it. This included whole group, small group, and individual student support.

8/13/23 The school counselors and social worker team will facilitate a professional development session for the staff by providing support for social, emotional, and character competencies that promote and develop learning in the classroom and provide real-life strategies to increase students' future success.

Lauren Folsom

10/30/2023

Notes:

9/24/23 The instructional leadership team will monitor increase in student mastery of the standards during data cycles to provide evidence of Numbered Heads/Collaborative Pairs impact on student learning.

Catina Johnson

12/18/2023

Notes:

8/13/23 The instructional coaches will implement mini-professional development sessions during PLCs to provide teachers support and strategies for implementing small groups to meet the needs of our focus groups (American Indian and students with disabilities) to increase their academic success.

Kelly Solomon

12/18/2023

Notes:

8/13/23 Teachers who attended the North Carolina Middle Level Education Conference will facilitate professional development sessions during school wide professional development times to provide best practices in the classroom to reach all students to increase the overall proficiency to improve the annual school performance grade.

Kelly Solomon

12/18/2023

Notes:

10/19/22	Teachers are tracking their students through a spreadsheet that identifies which students are predicted to meet proficiency, which students are predicted to be close to proficiency and which are predicted to be far from proficiency. Teachers will identify the number of students that will help them reach their proficiency goal for EOGs. Students will be provided interventions in the general classroom as well as provided time during advisory to work in small groups, assigned by the teacher.		Kelly Solomon	12/18/2023
<p><i>Notes:</i> Grade level instructional teams met weekly on Wednesday to discuss data. They utilized a spreadsheet to disaggregate their data, looking for proficiency based upon benchmark assessments and drilled down to ensure they looked at the subgroups of Students with Disabilities and American Indian students, specifically.</p>				
9/30/22	Grade level instructional team meeting minutes will show evidence of data disaggregation and strategies to address the areas of need at least 80% of the time. Data disaggregation will include the percentage of students needed for proficiency for benchmark assessments. It will also include data specific to Students with Disabilities and American Indian students.	Complete 06/01/2023	Kelly Solomon	12/18/2023
<p><i>Notes:</i> Grade level instructional teams met weekly on Wednesday to discuss data. They utilized a spreadsheet to disaggregate their data, looking for proficiency based upon benchmark assessments and drilled down to ensure they looked at the subgroups of Students with Disabilities and American Indian students, specifically.</p>				
9/30/22	Instructional leadership team meeting minutes will show evidence of data disaggregation and strategies to address the areas of need at least 80% of the time. Data disaggregation will include the percentage of students needed for proficiency for benchmark assessments. It will also include data specific to Students with Disabilities and American Indian students.		Kelly Solomon	12/18/2023
<p><i>Notes:</i> The instructional leadership team met weekly to discuss data and its disaggregation. The subgroups of Students with Disabilities and American Indian students were highlighted separately and remediation and tutoring plans were implemented specifically for those groups in addition to the standard remediation and tutoring provided for bubble and all students.</p>				

9/24/23	The advisory team will implement professional development sessions by providing a structured outline of advisory time used towards academics and organization for success in the classroom by providing an advisory schedule that includes a weekly organizational time, academic planner and tracker to increase student academic performance and decrease the amount of students failing two or more core classes. All students will track their own data weekly during advisory time.		Lauren Folsom	05/28/2024
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Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Gray's Creek Middle School creates a team of administrators, teachers and classified staff to recruit and interview prospective administrators, teachers and support personnel to work as a team member at Gray's Creek Middle School. Gray's Creek Middle School administrators attend job fairs and international recruiting sites to hire a diverse staff from the best candidates available. Teachers and staff are evaluated according to the NCEES and all staff are provided training and information on how they will be evaluated for each school year. Administrators are conducting classroom walk-throughs and observations and provide timely and relevant feedback to school employees.</p> <p>Gray's Creek Middle School recognizes teachers, support staff and classified staff monthly to reward them for outstanding effort and performance during each month of the school year. Voting takes place by all staff and documentation is provided to verify the employees' success and recognition was determined to be fair and impartial.</p>	Limited Development 10/11/2022		
How it will look when fully met:		Gray's Creek Middle School will have a team of administrators, Instructional Coaches and Peers to conduct teacher evaluations on a regular basis. These team members will have the experience from years of practice and expertise to fairly conduct teacher observations and to provide relevant feedback in a timely manner. Teachers will be given the opportunity to reflect on their classroom observations and to provide personal goals for improving student learning in their classrooms.		Mark Pepper	05/26/2023

A nomination and voting system will be established to rewarding teachers, support staff and classified personel with monthly awards to improve school moral and support. All staff will have the opportunity to vote for a teacher of the month, a support staff of the month and a classified staff of the month. Each nominee will have documetation to support their nomination and to be sure that the voting was done ethically and fairly. All awards will be presented at monthly faculty meetings and plaques will be given to each winner.

Gray's Creek Middle School administrators attend job fairs and international recruiting sites to hire a diverse staff from the best candidates available.

Talent recruitment and retention

Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)

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4. Evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools (for example

of such tools, see A practical guide to evaluating teacher effectiveness).

5. Require evaluators to provide timely, clear, and constructive feedback.

6. Link the evaluation process with the district's collective and individualized professional development programs.

7. Use the evaluation results to differentiate among educators when granting leadership opportunities and making

other decisions.

8. Differentiate among teachers at different stages in their careers, in specialized roles, or working with at-risk students and students with special needs. Consider teaching context when deciding upon which instruments to adopt and when determining how to use the results of the evaluation.

9. Develop a review process and communication plan to gauge teacher and administrator perceptions and concerns about the evaluation system and revise the system as necessary.

10. Standardize and document the evaluation process.

11. Evaluate the performance of school leaders in a similar manner.

Actions

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness				
Effective Practice:		Resource Allocation				
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Current implementation includes the use of instructional supply money, title I money, ESSER funds, and AYPYN funds to purchase additional teachers and support staff to address the needs of the school.	Limited Development 10/05/2023			
<i>How it will look when fully met:</i>		The additional human capital that is purchased will work directly with our targeted subgroups and there will be an increase in proficiency on the end-of-grade tests.		Lori Leigh	05/24/2024	
Actions			0 of 1 (0%)			
10/11/23		Within the 2023-24 school year, our school identified the following resource inequity, as a result, our school plans to mitigate this inequity by allocating funds to hire an additional teacher assistant to support our students with disabilities.		Lori Leigh	12/18/2023	

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
<i>Initial Assessment:</i>		2022-23 - Communication between the school and parents will be achieved in several different ways. During Open House on August 24th and 25th parents were able to meet and greet teachers, get information about lockers/ PE uniforms, purchase school supplies on school cash online, final forms for athletics, and were provided any other necessary paperwork.	Limited Development 08/26/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>There will also be a newsletter sent home to parents each quarter. This will also be in Spanish so as to bridge the language barrier. Mr. Pepper will be making weekly Parent Link calls which will keep them informed about the week's upcoming events.</p> <p>Parent Night- This event will be held to introduce parents to PowerSchool/ Canvas. Our goal is to have all parents logged on to their student's canvas and PowerSchool account this year. This way they will be able to keep up with their child /ren assignments, due dates, and grades.</p> <p>Curriculum Nights, STEM Night, and FTCC Night are events that will help parents stay updated and informed about their child's curriculum, and the progress they are making in their classes (STEM).</p> <p>Class Dojo (6/7)and Remind (8) Apps will be utilized by teachers on each grade level as another form of communication with parents throughout the school year.</p> <p>To determine if the objective is met, the team will review the number of parents that attend the planned events and those that are logged on to the various sites and apps provided.</p>		Objective Met 08/27/22	Chaka Shipp	06/01/2023
Actions					
	8/27/22	Open House- Meet and greet teachers, lockers/ PE uniforms, school cash online, final forms, and provide any other necessary paperwork.	Complete 08/25/2022	Mark Pepper	08/25/2022
	Notes: The open house was a success both evenings. Over 200 parents showed up for 6th grade on the 24th.				
Implementation:			08/27/2022		
Evidence	8/27/2022				
Experience	8/27/2022				
Sustainability	8/27/2022				