

Comprehensive Progress Report

Mission: Our mission is to create strong positive connections, ensuring students can achieve independence, build confidence, and gain academic knowledge through relevant and engaging learning experiences, in a safe and orderly environment.

Vision: Our vision is to “prepare our students to be life-long learners and to succeed in a technologically advanced world.

Goals:
Lewis Chapel Middle School will reduce the number of disciplinary reassignments by 50%.

Lewis Chapel Middle School will earn a School Performance Grade of C or higher by increasing our school's overall proficiency by 17 points within 2 years

Lewis Chapel Middle School will have at least 50% of parent participation and involvement in all school-wide events within 2 years



! = 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>		LCMS has been a PBIS school for the past 3 years. Currently some teachers employ effective classroom management and positively reinforces classroom rules and procedures. During the 21-22 school year, PBIS was non-to little existant. Teachers weren't trained and needed support to fully implement the PBIS program. Students were inconsistently rewarded with Cardinal Cash (PBIS incentive) and were able to purchase from the PBIS incentive store. The lack of training made the PBIS program stagnant and ineffective to student behavior success. There were unclear procedures about the student referral process. ABE was not in existence during the 2021-2022 school year.	Limited Development 01/27/2021		
<i>How it will look when fully met:</i>		<p>When this objective is fully met all teachers will successfully utilize the ABE behavior management system and follow a unified behavior matrix focused on PBIS. The matrix will be posted in all classrooms and common areas. Teachers will be provided with a five step intervention plan to follow through with students. Teachers can better access and monitor student behavior growths with the 5 step intervention plan. This plan will help aid in the PBIS process and better reduce classroom disciplines and reduce school disciplines.</p> <p>Once fully implemented, students will receive the behavioral support they require. They will have ownership of their behavior and positive behaviors will increase; therefore, students will be engaged across all settings. Teachers will be supported with the understanding of the policies and procedures regarding student behavior. Teachers will be equipped with the necessary resources to reward students for their positive behaviors. Parents will feel that their children are attending a school that is safe and orderly.</p>		Tamisha Mack	05/24/2024
<i>Actions</i>			3 of 5 (60%)		
	7/11/23	The Safe, Orderly and Caring Environment Correlate Team will develop and implement a tardy sweep plan to support teachers with high frequency in tardy students		Cara Leggett	05/24/2023

Notes: 10/2/23-A follow up was conducted to determine the success of tardy sweeps.
8/25/23-The Tardy sweeps were implemented.

9/17/21	Teachers will implement classroom rules and procedures that will be aligned with PBIS for students to follow to include PBIS Matrix, Tardy Policy, and Discipline Flow Chart.	Complete 09/04/2023	John McMillan	05/24/2023
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Notes: 1/23/2023: All teachers have been trained on ABE management system however, teachers should document parental contact in ABE prior to referral to administration.

12/09/22: Students will be able to spend their Cardinal Cash in the PBIS store as well as attend the PBIS Student of the Week Celebration for students nominated during the month of December.

11/04/22: Students who were nominated for "PBIS Student of the Week" were able to attend the PBIS celebration for Students of the Week in Ms. Tareva Johnson's room as an additional recognition component.

10/10/22: Teachers nominate students for PBIS Student of the Week. Teachers promoted and attended PBIS Kick-off on Sept. 29. Teachers are distributing Cardinal Cash.

9/9/2022: Administration has insured every teacher has a Cardinal Pride Matrix, Dress Code, and Discipline Flow Chart posted in their classroom which displays the school-wide expectations and procedures for various locations within the school building. Classroom rules and procedures are aligned with PBIS for students to follow with reinforcement from all staff members.

9/18/23 Teachers reviewed classroom rules and procedures that will be aligned with PBIS for students to follow to include PBIS Matrix, Tardy Policy, and Discipline Flow Chart, during the first two weeks of school.

8/30/21	All teachers will be trained on how to effectively utilize the ABE management system.	Complete 08/21/2023	Tareva Johnson	08/30/2023
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Notes: 9/8/22 - Meeting was held during teacher workdays to support and train teachers on the ABE System.
 Target date has been updated to September 8th, 2023 on July 11th, 2023 by the SIT Team.

7/6/22	During the first week of school, teachers will review the student code of conduct with students to ensure compliance and adherence to school rules of conduct.	Complete 08/28/2023	John McMillan	09/09/2023
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Notes: 9/18/23 Teachers reviewed the student code of conduct with students to ensure compliance and adherence to school rules of conduct.

9/26/2022- Students received the Student Code of Conduct Quiz through Google Forms and completed it.

9/9/2022- Teachers reviewed the interactive "Cardinals Taking Flight" document with their students to ensure all students understand LCMS' expectations, rules, and procedures as well as the P.B.I.S. system. All students took the Student Code of Conduct quiz through Google Forms to provide evidence of students' individual knowledge and understanding of school rules and procedures.

The Cardinal P.R.I.D.E. matrix is continuously reviewed every morning during the morning announcements.

7/6/22	Administration will present and review school-wide expectations with faculty to promote positive student behaviors.		John McMillan	05/24/2024
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Notes: 10/5/23: PBIS Kick-off pep rally was conducted to address and promote positive student behaviors.

3/20/23: Administration met with faculty and staff on 3/6/23 to review school wide expectations. Staff was also asked to be mindful of the discipline practices, positive assumption norms, professionalism, positive communication, and high expectations for faculty, staff, and students.

1/23/2023: Administration met with faculty and staff on 1/05/23 to review school wide expectations. The next Reset will be held on March 6, 2023.

10/03/22: Administration met with faculty and staff to review the PBIS Reset Plan in efforts to decrease student tardies as well as unnecessary student traffic in halls during instructional time.

9/8/2022 - Administration met with Faculty and reviewed the school-wide discipline plan during back to school teacher workdays. Administration met with all students during the first week of school to review the PBIS Matrix, incentives, and the school wide expectations.

Target date has been updated to June 7th, 2024 on July 11th, 2023 by the SIT Team.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school currently meets weekly for instructional Professional Learning Communities to review the align state standards. Teachers meet on grade level and departments to make progress towards aligning curriculum to meet assigned learning targets. Formative assessments are used to monitor student progress and achievement towards learning targets.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, content and grade level teams will plan together to ensure that the needs of all students are being met. These PLCs will also ensure that there is curriculum alignment based on the CCSS and NC Essential Standards. Content teams will meet consistently to plan aligned units. PLC meetings will be data driven, where student work is analyzed and used to drive instruction. EC teachers are considered part of the PLC teams and meet consistently with teams to plan instruction. Evidence of standards-aligned units will be evident through student assessment data, lesson plans, PLC minutes, and classroom observation data.</p> <p>School Mastery Assessment data will have the individual question analysis performed for teachers to view commonly missed questions. Teachers will use the data to re-teach and spiral back to the commonly missed standards. Teachers should set incremental goals for growing students. Successful incremental growths will ultimately place students in scoring at or above the CCS assessment average.</p>		Tamisha Mack	06/30/2024
Actions			0 of 1 (0%)		
	10/14/22	Instructional coaches will conduct weekly content planning meetings to collaborate with teachers to plan differentiated, standards based aligned instruction and lessons.		Tamisha Mack	05/31/2024

Notes: 10/3/23: Administration met with instructional coaches to discuss content planning framework, to ensure modeling and demonstration of instructional practices.
10/11/2022: Content Planning Meetings are being held every Tuesday with teachers to plan differentiated, standard based aligned instruction.

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>			<p>Our school requires common planning for alike subjects to ensure lessons are aligned with Common Core Standards. Teachers provide instruction for remediation in small groups during Cardinal time each day. After school tutoring provided for students who need more independent instruction.</p> <p>School Improvement Plan shows evidence of MTSS systems and practices. 21-22 MTSS Needs Assessment is complete. Data is used for the purposes of instruction and planning during PLC meetings. Instructional frameworks and classroom walkthrough documents have been established throughout the school. A school behavior matrix is established for student behavior and expectations. School policy and code of conduct has been clearly communicated to students and staff.</p>	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>			<p>Increase in student success through growth indexes, proficiency rates, graduation rate, and college and career readiness. There will also be a decrease in special education referrals and retention rates. The usage of high yield learning strategies and instructional tiers will increase as well.</p> <p>22-23 Plan: By 2023, teachers will understand the individual components of the Multi-Tiered System of Support (MTSS) and how they work together to support student achievement. Teachers identify students who are failing their classes on a quarterly basis. Teachers are both proactive and reactive when intervening with students. Students know what structures are in place to support them and how to access them when they are at risk of failure or becoming off cohort.</p>		Tamisha Mack	05/31/2024
Actions				2 of 8 (25%)		
		10/9/22	Cardinal Time (remediation and enrichment), and Success Maker will be used to focus on the needs of all students to provide tiered instructional support for students identified via data days. Begin implementation by 10/17/22	Complete 10/14/2022	Tamisha Mack	10/17/2022

Notes: 9/5/23: Students began their Initial Placement Assessments in Successmaker Math and Reading. The target date for students to complete this is October 31st.

10/14/2022: Full implementation of Cardinal Time (remediation and enrichment), and Success Maker will be used to focus on the needs of all students to provide tiered instructional support for students identified via data days has been accomplished.

09/20/2021: Each team/grade level developed a plan for how they will use Cardinal time.

1/31/22: Acceleration plan was development to target students who are projected to make 2+ and 3-. The plan will also support students who are projected with a 70% passing rate on EOG. This plan starts today 1/31/22. Students who's growth level is at a level 2 will also participate in acceleration as well. Cardinal Time will be used for targeted small groups instruction with core teachers. The acceleration plan will be monitored weekly.

10/9/22 The school improvement team will complete a FAM-S needs assessment to develop a plan of action for MTSS implemenetation.

Complete 05/31/2023

John McMillan

05/31/2023

Notes:
06/2022- The FAM-S Needs Assessment was completed, analyzed, and reviewed during the SIT retreat to determine necessary next steps for MTSS implementation.

10/9/22 The leadership team will establish an MTSS team with explicit expectations for facilitating MTSS Implementation.

Kayla Crain

05/31/2024

Notes: The MTSS Team will be re-established with more intensive training, and provide professional developments to the teachers.

12/19/22- The MTSS team has met with teachers in quarter one and quarter two and reviewed MTSS expectations with teachers.

10/14/2022- The Student Services Support Team is currently working with teachers to identify which students need referrals to SST and set up the initial meetings.

09/20/2021- MTSS team has been established and is currently awaiting MTSS training. Training will be coordinated by administration.

10/9/22	The MTSS Team meets weekly and has weekly meeting formats/agendas and minutes to discuss student needs. Team members will include family, community, and multi-agency support when appropriate.		Kayla Crain	05/31/2024
<p><i>Notes:</i> MTSS team meetings will be restructured to be more effective with meeting student needs.</p> <p>6/14/23 - Updated the action verbiage to weekly rather than "regularly".</p> <p>12/19/22 - The referral procedures for SST was revised and shared with staff.</p> <p>12/13/22- The MTSS team had training by the county and discussed data.</p> <p>12/6/2022- The MTSS Team has reviewed MTSS standards with grade levels to ensure there is no confusion for making SST referrals and has continued assisting them in the process.</p> <p>11/7/2022- The MTSS Team has continue to work alongside teachers to determine students in need of SST referrals.</p> <p>10/14/2022- The MTSS Team has worked alongside teachers to determine students in need of SST referrals.</p>				
10/9/22	Teachers will continue to administer and use student Mastery Connect assessment results and other authentic assessments to monitor how well students are mastering content. Data will continuously be used to make informed decisions about students.		Tamisha Mack	05/31/2024

Notes: 10/4/23: A new data form was created and utilized for teachers to record their data. Progress monitoring form is also used by teachers to monitor students data.

This task was met for the 2022-2023 school year, but will continue to be implemented during the 2023-2024 school year.

12/7/2022- Teachers will review the updated Standards Progress Monitoring Sheet with the administration team and instructional coaches and begin devising plans to ensure teachers are meeting with Target students so their comprehension of non-mastered content standards are being met.

11/7/2022- Teachers met with instructional coaches and the administrative team during PLC meetings to document and disaggregate student data from the first benchmark for Math, ELA, and 8th grade Science.

10/14/2022- Students will take their Science, ELA, and Math Benchmark assessments on 10/21, 10/25, and 10/26. Teachers will analyze their students individual data to determine whether or not students have mastered assessed skills.

6/14/23 MTSS team will provide MTSS training to all staff prior to students' return, with follow up training each month after.

Kayla Crain

05/31/2024

Notes: The Administration will meet with Counselors to develop an MTSS training schedule.

6/14/23 Instructional coaches will provide a framework for facilitating small group instruction to support teachers.

Kimberly Derrickson

05/31/2024

Notes: Administration will meet with Instructional Coaches to develop a framework for instructional support for teachers.

6/14/23 Teachers and counselors will collaborate during grade level meetings to discuss effectiveness of interventions and move students across tiers as necessary.

John McMillan

05/31/2024

Notes: Administration will meet with counselors to develop a plan for intervention and tier support.

	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
			<p><i>Initial Assessment:</i></p> <p>The school counselors are currently undergoing training for "Second Step" Social and Emotional Learning Program. School counselors are currently handling teacher referrals of bullying, racial issues, and other social-emotional needs to address student needs.</p>	<p>Limited Development 10/14/2022</p>		
			<p><i>How it will look when fully met:</i></p> <p>Second Step will be ran as lessons in individual classroom settings from counselors guiding each lesson to teachers leading lessons once a month. Once all staff members are trained on Second Step, up to 27 lessons can be taught on a variety of topics that cover social emotional learning, communication, bullying, and friendship.</p>		<p>Kayla Crain</p>	<p>06/30/2024</p>
Actions				0 of 2 (0%)		
		<p>10/14/22</p>	<p>Counselors will identify students and lessons to support social emotional learning.</p>		<p>Kimberly Derrickson</p>	<p>06/30/2024</p>
<p><i>Notes:</i> Notes- 09/20/22 Counselors have created a schedule to meet with students in classes to provide social emotional support, individually and as a group.</p> <p>10/11/2022 Counselors will identify students and lessons to support social emotional learning.</p>						
		<p>10/14/22</p>	<p>Counselors will present lessons that will target conflict resolution, bullying, vandalism, internet etiquette, and racism to students monthly to reduce physical conflicts, bullying incidents, and racial tension.</p>		<p>Kimberly Derrickson</p>	<p>06/30/2024</p>
<p><i>Notes:</i> 9/20/22 Counselors will present lessons that will target conflict resolution, bullying, vandalism, internet etiquette, and racism to students monthly to reduce physical conflicts, bullying incidents, and racial tension.</p> <p>10/11/2022 Counselors have meet with groups of students to resolve conflicts, reduce bullying and racial tension.</p>						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, we host tours for the rising 6th graders and our 8th graders have the opportunity to visit high schools. We conduct open house for all students, and meet with each grade levels to communicate our expectations as they transition from grade level to the next grade level and began the start of school year	Limited Development 08/30/2021		
How it will look when fully met:			When this objective is fully met LCMS will consistently transition students grade to grade and level to the next level in accordance with their academic progress.		Kayla Crain	06/30/2025
Actions				0 of 2 (0%)		
	8/30/21	Administration will address parents and students on grade-to-grade transitions.			Kimberly Derrickson	06/22/2025
<i>Notes:</i>			10/14/2022- LCMS' 22-23 Curriculum Night will be held on October 25, 2022. During Curriculum Night, parents will be informed about their students academic expectations, various course curriculums, and what to expect for grade-to-grade transitions.			
	8/30/21	Counselors will conduct informational sessions throughout the school year that focuses on grade-to-grade transitions as well as level-to-level transitions.			Kimberly Derrickson	06/29/2025
<i>Notes:</i>			10/14/2022- Counselors have visited classrooms on each grade level to share information with students about common grade-to-grade transition themes such as: Social Emotional Wellbeing and Wellness			

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>		Our school currently has a School Improvement Team (SIT) of teacher leaders to include instructional coaches, department chairs and other professional staff members. Additionally, administration meets with instructional coaches, grade level chairs and department chairs regularly to discuss effective practices.	Limited Development 10/09/2022		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2	
<i>How it will look when fully met:</i>		When this task is fully met, monthly meetings will be held with the SIT as well as instructional coaches, department chairs, and grade level chairs to discuss effective practices. Meeting minutes and agenda will be used for accountability. Progress reports and updates will be reported out by members of the leadership team to ensure we are moving towards our goal.		John McMillan	06/30/2024
<i>Actions</i>			0 of 1 (0%)		
	10/9/22	Leadership team meets at least twice a month to discuss effective practices as aligned with our key indicators. Progress updates will be reported through minutes maintained in googles docs. When changes are needed, updates will be made and documented.		John McMillan	06/30/2023

Notes: 9/18/23 Leadership Team met weekly to discuss and share student data and support with high yield instructional strategies for teacher/student success.

7/17/19: Leadership meetings must be updated in Indistar. There must be a minimum of two meetings per month.

1/11/21: The Leadership Team met to discuss effective practices that were aligned key indicators, and how to effectively implement them during virtual learning. The minutes were updated within google docs.

9/20/21: Leadership team met monthly to discuss instructional support to teachers and ways to better improve the school. Meetings were aligned to the school improvement plan goals.

10/14/22: The leadership team meets monthly to discuss instructional support to teachers and ways to better improve the school and individual student outcomes. The meetings are aligned to the school improvement plan goals.

Implementation:		10/09/2022		
Evidence	9/18/2022 LCMS Google Drive: -Folder Labeled- 'Grade Level PLC Teams' -Folder Labeled- 'SIT' *All meeting agendas and minutes are located within the folders.			
Experience	10/9/2022 9/18/2022 While working to construct a leadership team that meets regularly to review implementation of effective practices, accountability for all stakeholders within the school as well as collaboration grew exponentially.			
Sustainability	9/18/2022 Ensuring the leadership team meets regularly to review implementation of effective practices as well as reflection upon agendas and meeting minutes to guarantee we are staying committed to sustaining the success of accomplishing our goal.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has established grade level teams with assigned team leaders. We also meet in PLC's for content specific planning.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, each grade level will meet and maintain weekly minutes in designated google drive. Additionally all content area departments will meet and maintain monthly meetings in designated google drive. All meeting agendas will be reviewed by the administrative team.		Kimberly Derrickson	06/30/2025
Actions			0 of 1 (0%)		
10/14/22	Grade Level Team Leaders will provide meeting agenda minutes via Google Doc. All grade level team meetings will follow a specific template to be shared with teams at the beginning of the school year.			Kimberly Derrickson	06/30/2025
<i>Notes:</i> 9/11/23: A grade level agenda was developed for grade level teams to provide structured meetings for student achievement. 09/01/2022- All templates for LCMS meetings were shared with faculty and staff for the 22-23 school year.					

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>		Our school conducts weekly classroom walk-throughs for data analysis, teacher support, and school improvement. Professional development is developed based on the feedback provided to teachers. Weekly data meetings are held where teachers are provided with instructional resources and feedback about the walk-throughs including recommendations for improvement.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		High yield instructional strategies and standard alignment will be evident across all classrooms so the needs of all learners are being met. Students will be actively engaged, participating, and taking ownership of their learning. There will be evidence of teachers utilizing best practices and CCS resources for improvement. The climate will be conducive to fostering a growth mindset for all.		John McMillan	06/30/2025
Actions			0 of 3 (0%)		
10/9/22		Instructional leaders and administration are assigned to monitor grade level meetings, department meetings, lesson plans, PLCs, and data from EVAAS, EOGs, SMAs, and teacher made assessments through submission of minutes, lesson plans (to include instructional resources) to a designated google drive folder.		Kimberly Derrickson	06/30/2025
<i>Notes:</i>		10/17/23: Administration met with instructional coaches to identify bubble students for online tutoring support. The team also met to discuss lesson plans, student data, and teacher support. 09/01/2022- Instructional leaders and administrators are assigned to oversee and monitor specific grade levels and are assigned specific duties for the 22-23 school year.			
10/9/22		In weekly grade level meetings, teachers will plan, collaborate, and create common lesson plans that will be submitted via google doc in designated folders.		John McMillan	06/30/2025
<i>Notes:</i>		9/6/23: Instructional coaches meet weekly with teachers to ensure content planning and instructional alignment. 10/14/2022- Teachers meet weekly with instructional coaches and administration to plan and create common lessons that align vertically.			

10/9/22	Walkthroughs are completed by administration and instructional coaches. A walkthrough schedule was created for school administration and instructional coaches to follow		John McMillan	06/30/2025
<i>Notes:</i> 10/14/2022- Administration and Instructional Coaches have completed five weekly walk throughs thus far 22-23 school year. (artifacts in LCMS Shared Google Drive)				

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>		Our school currently looks at EVAAS, Hoonuit, Mastery Connect, and SMA data to determine student needs for improvement.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, data will be used to determine professional development needs of teachers. PD will be provided during PLC time as well as outside PD if needed. Data will also determine gaps in learning for students and focus areas for the year. Due to the implementation of this indicator, administrators and teachers will have an adequate understanding of student data and students will receive quick feedback.		Tamisha Mack	06/07/2024
Actions			0 of 4 (0%)		
10/14/22		Discipline data to include ABE will be analyzed and used to decrease the number of out of school suspensions.		Sheral Raines	06/07/2024

Notes: - 1/23/23: Administration met with social workers and counselors to discuss updates on student discipline and frequent absences. Social workers have virtual meetings with families scheduled from 1/23-1/27 to discuss absences and tardies, as well as sending out another 10 day letter along with determining which families will be taken to Truancy court within the coming weeks.

~12/9/2022: Social workers met with administration to provide updates on students with frequent absences/suspensions and what parental contact was made as well as discussing the outcomes.

~11/28/2022: Social workers are continuing to send out 3, 6, and 10 day attendance letters to families of students who are showing frequent/reoccurring tardies and absences. Social workers are also making contact with families via telephone and home visits as well as paying close attention to 'bubble students' identified on administrative data spreadsheet. Data on the spreadsheet references Hoonuit data including high suspension assignments/attendance.

~10/01/2022: Social workers will disaggregate attendance data each week and determine what interventions need to be put in place to ensure students are attending school regularly.

~09/13/2022- The administration team met and reviewed the ABE data to determine where we are currently in the 2022-2023 school year in comparison with the 2021-2022 school year.

~9/13/2022: Attendance data will be used weekly to determine necessary interventions for students with frequent or reoccurring absences.

10/14/22 Teachers will disaggregate data during PLC's and use data to inform instruction.

John McMillan

06/07/2024

Notes: 3/15/23: Teachers met with administration and instructional coaches to finalize plans for remediation based on mastery of standard from benchmark data. The teachers will create small groups to remediate during their planning periods. Teachers will reassess after remediation to determine student growth and drive their instruction.

-1/23/23: Teachers have updated Progress Monitoring Data Sheets to provide strategic support to students. The second benchmark test has been taken and teachers are in the process of analyzing benchmark data to provide strategic support. This note will be updated after teachers analyze their data.

12/7/2022- Grade level teams are meeting with administration to review "Bubble" student data and discuss intervention efforts being made thus far.

11/9/2022- Grade level teams are continuing to meet with administration weekly to discuss and analyze their data and usage of high yield instructional strategies.

10/10/2022 - Grade level teams are meeting with administration weekly to discuss and analyze their data and usage of high yield instructional strategies.

9/20/21: Teachers are analyzing their data using data sheets to drive their instruction. Teachers are also participating in weekly data meetings with administration.

09/13/2022- The administration team met and reviewed student achievement subgroup data and determined who the bubble students are based on their 21-22 EOG scores for ELA, Math, and Science which go hand in hand with our previous subgroup concerns which are: White Students, Students with Disabilities, Economically Disadvantaged Students, and ESL students

6/1/2022 Teachers met weekly, and the EVAAS data increased from 21.9 to 44.8

9/18/23-Teachers are taking post and interim assessments. Teachers are analyzing their data to discuss with teachers in the data meeting on 9/20/23.

10/14/22	Leadership team will use walk through data to determine staff professional development needs and to tier teachers for instructional support.		John McMillan	06/07/2024
<p><i>Notes:</i> 11/18/2022- Assistant Principals from the county came to visit LCMS classrooms and provided feedback including supports which was shared with teachers about high yield instructional strategies.</p> <p>10/17/2022- Principals from the county came to visit LCMS classrooms and PLC meetings on 10/12 and 10/13 and gathered feedback from their walkthrough data to assist with providing teachers instructional support.</p> <p>10/10/2022 - As of today we have completed 5 instructional walk through. We identified strengths and weaknesses and shared data with staff for improvement. We also tiered teachers for instructional support.</p> <p>09/13/2022- The administration team met and reviewed student achievement subgroup data and determined who the bubble students are based on their 21-22 EOG scores for ELA, Math, and Science which go hand in hand with our previous subgroup concerns which are: White Students, Students with Disabilities, Economically Disadvantaged Students, and ESL students</p>				
10/14/22	Instructional Support Staff and teachers will use disaggregated data to create model lessons that will enhance student achievement in subgroups: White, Students with Disabilities, Economically Disadvantaged Students, and Hispanic students.		John McMillan	06/07/2024

Notes: 3/20/23: Instructional coaches and administration are consistently meeting with teachers to disaggregate data and form small groups to remediate and accelerate student learning based on student needs. Small groups of students are identified from Mastery Connect and benchmark data based on proficiency and mastery of standards to remediate students based on their diverse academic needs.

11/7/2022- Instructional coaches are continuing to meet with teachers to plan lessons and activities enhancing student achievement, paying close attention to "bubble" students and reviewing standards students did not master on first benchmark tests.

10/14/2022- Teachers meet weekly with instructional coaches and administration to analyze their disaggregated data and plan lessons and activities enhancing student achievement with focus on subgroups.

09/13/2022- The administration team met and reviewed student achievement subgroup data and determined who the bubble students are based on their 21-22 EOG scores for ELA, Math, and Science which go hand in hand with our previous subgroup concerns which are: White Students, Students with Disabilities, Economically Disadvantaged Students, and ESL students.

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>		Our school uses an evaluation rotation to evaluate teachers. Additionally, classroom walk-thrus are conducted weekly. Teacher mentors as well as administration and members of the leadership team evaluate teacher performance and provide feedback.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers are evaluated regularly and feedback is given frequently. Teachers improve on practices based on feedback. Teachers are recognized for outstanding performance in the classroom.		John McMillan	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
10/9/22	Admin and Instructional Coaches will conduct regular classroom walk-thru's using the instructional Core Rounds Evidence document.			John McMillan	06/30/2026
<i>Notes:</i>		10/14/2022- The administration team has ensured all staff PDP's have been completed and are working on completing pre-conferences and Formal Observation #1 for all teachers by 11/22/22.			
		9/11/23-Instructional Walk-through provided on standard aligned instruction. Feedback was given and shared with teachers for support.			
10/9/22	Classroom teachers will be recognized for outstanding performances through Staff Member of the month recognition, gift bags, gift cards, certificates, and plaques. Continue staff celebrations, recognition of birthday's, and overall staff moral.			Kimberly Derrickson	06/30/2026
<i>Notes:</i>					
10/9/22	The SIT Team will participate in the interview process for incoming Teachers/Assistant Principal. The staff will have input on the position of Principal.			John McMillan	06/30/2026
<i>Notes:</i>					

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>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Donell Underdue	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Donell Underdue	03/29/2024
<i>Notes:</i>					

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>		Our school currently communicates with parents using Parentlink, Twitter, and Facebook. Teachers use email and personal classroom web pages to communicate the importance of curriculum with parents and how to support student learning. Currently, there is no PTA and little to no parent involvement on the school improvement team and parent community positive climate correlate.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will collaborate with parents to assist with student understanding of curriculum. Teachers will regularly communicate learning expectations of students with parents via email, phone, and google classrooms. Parents will be actively involved in the school improvement team, the parent community and positive climate correlate and our PTA; to help with the decision making process.		Sheral Raines	06/30/2026
Actions			2 of 4 (50%)		
10/9/22	A parent will be added as a school improvement team member.	Complete 11/03/2022	Dorothy Woodfork	06/30/2026	
<i>Notes:</i> 10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join our SIT for the 22-23 school year. 11/3/2022 Ms. Woodfork has added a parent from the PTA to join the SIT.					
10/9/22	A parent will be added to the Parents, Community and Positive School Climate Correlate.	Complete 11/03/2022	Dorothy Woodfork	06/30/2026	
<i>Notes:</i> 10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join our correlate for the 22-23 school year. 11/3/2022 - Ms. Woodfork has added a parent to the correlate for the current school year.					
10/9/22	Organize and manage a Parent Teacher Association with installed elected parents, community and teacher leaders devoted to the educational success of students at LCMS.		Dorothy Woodfork	06/30/2026	
<i>Notes:</i> 9/18/23-PTA-Mrs. Washington is trying to make the PTA work. The President and other member have either receive a full-time job or					

relocated. There were 20 parents that signed up at open house. The first meeting will be on September 20th at 6:30pm. Mrs. Washington is the PTA President. Mrs. Washington is wanting teacher buy-in, and trying to find ways to change their minds. Looking for officers who are in it to win it! Help spread the word of the PTA meeting, and provide incentives if possible.

4/17/23: Admin team and Family Ambassador met with staff to inform them of the upcoming event Spring Carnival EOG Family Engagement Night. The date assigned for the event is May 10, 2023 from 5pm to 7pm.

3/20/23: Family Ambassador and PTA VP met with admin to plan out activities and events for the remainder of the school year and the 23-24 school year. Admin added events for parent and community involvement to include but limited to Spring Carnival, Multicultural Nights, Black History Program.

3/10/23: The PTA held their monthly meeting on March 9 at 5pm in the Media Center. Parents in attendance asked for more communication and events to attend from the school. Parents asked for events that they can attend with their child and how they can best support the school.

1/23/23: The PTA held their monthly meeting on January 12 at 5pm in the Media Center. Parents were in attendance and plans were made to support Teacher Appreciation Week.

12/5/2023: The PTA held their monthly meeting to discuss membership drive and advertising for the school on the school website.

11/28/22: The PTA Board Members met to decide on the bylaws and collect fees to deposit in the bank account.

11/9/2022: The PTA held a meeting on November 9th with administration and the district PTA representative to establish a functioning PTA.

10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join and assist in leading a PTA for the 22-23 school year.
10/26/22 - Ms. Woodfork has meet with the district PTA coordinator who assisted with getting the PTA organized and launched into operation.

11/3/22 - The first PTA meeting was held after school, parents joined PTA, were elected to office positions and joined committees.
11/10/22 Teachers and Staff joined the PTA resulting in 18 members of parents, administration, teachers, faculty, & staff.

10/9/22 A survey will be sent to parents and families for school improvement ideas and support.

Dorothy Woodfork

06/30/2026

Notes: 3/20/23: Parents requested more events to attend and support their students such as Multicultural Nights, Spring Carnival, and other events.

11/3/2022: We have added a parent to the SIT team for the remainder of the school year.

10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join our SIT for the 22-23 school year.