

## Comprehensive Progress Report

**Mission:** The mission of Mac Williams Middle School, in collaboration with the community, is to provide a safe, caring, and rigorous learning environment that will enable successful outcomes in all aspects of each student’s development.

The Vision of Mac Williams Middle School is to prepare students for high school and to be career and college-ready in a globally competitive society.

**Vision:**

**Goals:**

Increase composite math performance to 58.5 by June 2024. (A2.04, B3.03, A4.01, D1.02, E1.06)

Increase composite reading performance to 61.7 by 2024 (A2.04, B3.03, A4.01, D1.02, E1.06)

Increase the achievement level of targeted sub-group Students with Disabilities (SWD) from 19.1% proficient to 50% by 2025. ( C2.01, D1.02)

Increase the achievement levels of targeted subgroups of 6th-grade American Indians from 20% to 35% proficiency by 2025 (C2.01, D1.02)



! = 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>		Teachers are asked to consistently revisit policies and systems to teach and implement academic and behavioral expectations. While most teachers enforce policy, there still is a discrepancy among the staff. To ensure all staff members are influential in implementing all procedures outlined in the Student Code of Conduct Handbook, the administrative team attempts to hold all staff accountable through our school theme, "Mac"-ximing Gains through motivation, accountability, and consistency. In addition, the administrative team requires all staff members to follow the MWMS Discipline Step Sheet and Discipline Flow Chart when addressing misbehaviors. Each action should be recorded and monitored through the discipline referral system, ABE. Currently, this is not consistent or sustained behavior of all staff members.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will consistently utilize the Discipline Step Sheet in addressing and managing unwarranted behaviors. All teachers will positively teach students using the P.B.I.S. Matrix and reward students demonstrating P.R.I.D.E. throughout the school day using the PBIS Rewards System. Additionally, all staff members will monitor and examine systems, behavioral data, and instructional practices to make informed decisions regarding behavioral outcomes throughout the building. All staff will be vigilant and vocal in the hallways during the transition and use strategies to support sustainable change in classroom management. Administrators will be visible in classrooms to prevent behavior concerns and provide learning opportunities for all teachers in classroom management. Teachers will have minimal classroom disruptions, and a decrease in school-wide suspensions will occur. The analysis of behavioral infractions tracked through A.B.E. will determine implementation effectiveness and areas for growth.		Scott Jabbour	06/01/2024
<b>Actions</b>			<b>5 of 13 (38%)</b>		
	10/19/22	All teachers will utilize ABE to enter infractions and notes regarding student behavior.	Complete 05/26/2023	Allyson Faircloth	05/24/2023
	<i>Notes:</i> Teachers document misbehaviors in ABE for assistant principals to review.				

10/19/22	All teachers will review the CCS Student Code of Conduct with all students. Each student will be given a copy.	Complete 09/08/2023	Allyson Faircloth	08/28/2023
<i>Notes:</i> The CCS Student Code of Conduct will be reviewed with staff members on 08/14/2023. Teachers will review the Student Code of Conduct with students throughout the first week of school. All staff members will also review and enforce the Code of Conduct throughout the school year.				
10/21/22	Correlate 3: Exceptional Environments will provide professional development to all staff members to increase teacher capacity in understanding and effectively implementing PBIS. Teachers will review the PBIS pyramid model (Tier 1, 2, & 3), its interrelatedness to MTSS, and evidence-based practices to increase SEB skills among our students.	Complete 10/09/2023	Allyson Faircloth	09/29/2023
<i>Notes:</i> 10/9/23: Teachers received PD on the PBIS Rewards System. 9/5/23: Teachers received PD on PBIS and its interrelatedness to MTSS. 8/22/23: Correlate 3 met and created a presentation on PBIS, which includes effective implementation strategies, which will be presented to all staff members on 9/5/23. 8/21/23: All teachers were provided training on MTSS by the school psychologist.				
10/18/23	The administrative team will create a Discipline Flow Chart for staff members to understand what levels of consequences fall within the ability of the classroom teacher and what infractions are handled by the administration	Complete 10/06/2023	Jacqueline Newman	10/01/2023
<i>Notes:</i>				
10/18/23	Teachers will be trained by the administrative team on the expectations of the Discipline Flow Chart and taught how to refer students in the ABE system	Complete 10/06/2023	Scott Jabbour	10/06/2023
<i>Notes:</i>				
10/18/23	The administrative team will hold quarterly reset meetings with grade-level students to review the expectations and rules of Mac Williams Middle School. In addition, the team will discuss PBIS and other positive incentives for following the school rules. To combat negative behavior, the administrative team will recognize students within the school-wide reset meetings that exhibit positive behavior throughout the quarter.		Jacqueline Newman	06/01/2024
<i>Notes:</i>				
10/18/23	The Exceptional Environment Correlate will analyze ABE data to discover trends of behavior within the school, present the data to the school improvement team, determine additional interventions for school-wide discipline, and adjust the school improvement plan, as needed.		Kamiya Dancy and Scott Jabbour	06/01/2024

<i>Notes:</i>				
10/18/23	Teachers will track and monitor positive behaviors to reward and incentivize students in response to adhering to policies and procedures and demonstrating P.R.I.D.E. (Prepared, Respectful, Integrity, Dependable, Engaged) throughout the school day by using the PBIS Rewards system. The Exceptional Environment will also look at the data within correlate meetings.		Scott Jabbour	06/01/2024
<i>Notes:</i>				
10/18/23	The administrative team will receive training in the Get Better Faster curriculum to learn how to coach teachers with small granular feedback to assist with managing behavior on the classroom management trajectory of the scope and sequence.		Anita McLaughlin	06/01/2024
<i>Notes:</i>				
10/19/22	All teachers will consistently teach and enforce school expectations and SEB skills (social, emotional, and behavioral) in homeroom by using the Mac Williams Middle School Student Handbook and PBIS Matrix. The Student Support Services team will aid in creating material that is relevant to the current needs of the school, based upon the data that is presented from the Exceptional Environment Correlate's data presentation.		Allyson Faircloth	06/01/2024
<i>Notes:</i> 10/9/23: Exceptional Environments collaborated to create the PBIS Store to incentivize students. 10/3/23: Teachers began implementing the system. 10/2/23: Teachers received training on the PBIS Rewards System. 8/21/23: The PBIS Reward System was approved and purchased.				
10/13/23	Major infractions will be documented by classroom teachers in ABE and teachers will use E-Hall pass to monitor student movement throughout the day. Data will be analyzed by grade-level administrators for disciplinary actions and the usage of E-Hall pass, as well as the usage of the Restorative Justice Center and Out of School Suspension.		Allyson Faircloth	06/01/2024
<i>Notes:</i> 10/13/23: Administrators collaborate on Mondays and Fridays to analyze student behavior by grade level.				
10/19/22	Teachers will document all negative student behaviors using the Discipline Step Sheet and follow the Discipline Flow Chart addressing misbehavior in the ABE System and utilize the ABE modules to decrease office referrals for behaviors that are listed on the teacher level of the Discipline Step Sheet.		Allyson Faircloth	06/01/2024

*Notes:* 9/11/23: Correlate 3 analyzed discipline documented in ABE to create a plan for student interventions.  
 8/21/23: Correlate Teams were established and assigned initial tasks. Correlate 3, Exceptional Environments were tasked with analyzing discipline referrals and addressing/monitoring "at risk" students.  
 8/15/23: All teachers attended grade-level meetings to review and analyze the MWMS Discipline Step Sheet.  
 8/14/23: All teachers reviewed the Student Code of Conduct Handbook.

10/18/23 Members of the Exceptional Environment correlate will attend the Innovative Schools Conference on School discipline to receive strategies to support the needs of the discipline data.

Anita McLaughlin

06/30/2024

*Notes:*

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>		The academic focus for the 23-24 school year is Standard-Aligned Instruction. Instructional coaches facilitate PLCs on Tuesdays and Thursdays of each week where the Plan, Study, Do, Act protocol is implemented. Each Tuesday, teachers focus on the "Plan" and "Study" aspects of the protocol, where teachers work collaboratively to unpack standards, units, and lessons they will teach the following week. Teachers focus on the "Do" and "Act" on Thursday, where teachers analyze data and plan interventions.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		Using the Implementation Roadmap, Mac Williams Middle School will complete each outlined milestone to increase teacher capacity in standard-aligned instruction and the academic outcomes of each student. The instructional leadership team will collaborate with teachers to review best practices and consistently participate in data dives. Evidence from learning walks, iRounds, and formal observations will determine the next steps in moving toward the completion of each milestone. During the iRounds, the administration will observe aligned instruction and classroom environments that focus on data and rigorous high-quality tasks that promote student discourse through active engagement strategies. Leadership team meetings will discuss intensive teacher support and provide administrators with professional development aligned with the growth needs of the instructional practices of each teacher.		Allyson Faircloth	06/01/2024
<b>Actions</b>			<b>2 of 9 (22%)</b>		
	9/30/22	Core content teachers will meet for 90 minutes every Tuesday with Instructional Coaches to develop standard-aligned instruction using county-approved resources from the CCS Instructional Canvas page.	Complete 05/19/2023	Instructional Team	05/12/2023
<i>Notes:</i>		9/14/23: ELA teachers revised their lesson planning protocol to ensure consistency across the grade level in implementing the same student tasks in classrooms. 9/4/23: Math Teachers adopted a new lesson plan format to increase teacher understanding of the Open Up Resources curriculum. 8/28/23: Teachers attended PLCs to set norms and expectations for collaboration.			

9/30/22	Teachers will attend county professional development webinars "Content on Demand," "Just in Time," and "Teacher to Teacher" to help assist core teachers in understanding the standards, providing support in data usage, finding aligned resources, and lesson planning.		Allyson Faircloth	06/01/2024
	<i>Notes:</i> 10/3/23: Teachers were encouraged to attend Content on Demand at Westover Middle. Instructional Coach, Allyson Faircloth presented the Grade 8 Math session at Westover. 9/18/23: Teachers attended virtual Content on Demand with CCS Math and ELA specialists. 8/17/23: Teachers attended System Wide PD.			
10/4/22	Teachers will purposely incorporate HYIS into classroom instruction using grade-level tasks from the CCS Resources Canvas page to increase student engagement and mastery of the learning target.		Allyson Faircloth	06/01/2024
	<i>Notes:</i> 8/29: Instructional coaches facilitated numbered heads and distributed summarizing in which staff members participated.			
10/7/22	Teachers will unpack the NCSCOS and analyze the learning target in relation to the standard for all units to ensure classroom instruction is standard-aligned and maximizes student learning outcomes.		Allyson Faircloth	06/01/2024
	<i>Notes:</i> 8/24: Teachers collaborated in PLCs and conducted the P.S.D.A. protocol to unpack Unit 1.			
10/7/22	Teachers will collaborate with instructional leaders in weekly PLCs to anticipate student misconceptions and determine instructional practices that will be utilized to redirect and guide students toward the learning goal and overall mastery of the standard.		Allyson Faircloth	06/01/2024
	<i>Notes:</i> 9/25/23: Math teachers participated in a lesson study in which teachers presented specific activities to determine anticipated misconceptions and strategies to redirect students. 8/24/23: Teachers participated in lesson studies to review and analyze instructional routines to facilitate lessons within unit 1.			
10/13/23	The instructional Coach will complete coaching cycles with Tier I teachers. Evidence will be tracked through the Coaching Tracker.		Allyson Faircloth	06/01/2024
	<i>Notes:</i> 10/13/23: The administrative team collaborated and analyzed information within the coaching tracker. 10/9/23: The instructional coach worked with the C&I Team to observe teachers on coaching cycles.			
10/13/23	Grade-level administrators will attend weekly PLCs to monitor lesson plans and data dives by assisting the instructional coach in the facilitation of each meeting to ensure that teachers are using vetting resources, are paced correctly, and are aligned to the standards and the school's instructional focus.		Allyson Faircloth	06/01/2024

*Notes:* 10/6/23: Grade-level administrators discussed lesson plans by grade level, specifically analyzing the student tasks.

10/18/23 The instructional leadership team will create an iRound schedule to ensure administrators are monitoring instruction through the use of the CCS iRound tool. This schedule will be adjusted based on weekly discussions at instructional leadership team meetings and the current needs of teachers.

Complete 08/28/2023

Christin Etchison

06/01/2024

*Notes:* 08/28/2023- Ms. Etchison created a weekly schedule for the administrative team for iRounds for the 23-24 school year.

10/18/23 The administrative team will conduct iRounds to monitor alignment, student tasks, and high-yield instructional strategies by using the iRound Observation Tool. The leadership team will meet weekly and discuss granular feedback that was given to teachers based on our observations through the team's coaching cycles using the Get Better Faster Model.

Anita McLaughlin

06/01/2024

*Notes:*



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Mac Williams Middle School implements tiered instruction aligned with MTSS. All staff members received training on MTSS and identifying students needing various levels of interventions. Students receive standards-aligned instruction and are assessed to determine mastery of standards through multiple assessments. Data from each assessment is disaggregated, and intervention plans are created to reteach standards not mastered. Acceleration is provided to students based on mastery.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		This objective will be fully implemented once each teacher has a complete understanding of MTSS and consistently uses the process to seek additional support for individual student needs. There will be an increase in students referred to the MTSS team, and the percentage of students moving through the levels of the MTSS process will increase substantially. All teachers will create aligned and equitable plans, and students will receive differentiated support based on data from common assessments. Students who are not successful with mastering the standards will be placed in learning tiers to receive one-on-one or small-group instruction on the standards of difficulty. An additional assessment will be used in small groups to reassess the standard that was not mastered. Students who are still not at mastery will receive more intense interventions and be referred to the MTSS if multiple standards appear to be non-mastered by a student. The number of students needing intense interventions should be small. Teachers, once fully implemented, will know their students well enough to provide resources required daily with the end goal of mastery.		Amy Hutchinson	06/01/2024
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	10/19/22	Student Services Team along with School Psychologist will deliver PD on MTSS to ensure teachers have a full understand of tiered support system.	Complete 05/19/2023	Ardry Adams	12/20/2022
<i>Notes:</i>					

10/19/22	Teachers will review mastery tracker data to determine student mastery on pre and post-assessments to determine a reteach plan and to establish their small group instruction plans. Small group instruction is required at least three times a week in core subjects.		Allyson Faircloth	06/01/2024
<i>Notes:</i>				
10/21/22	The student services team will collaborate with grade-level teams bi-weekly each Friday to determine at-risk students for MTSS referrals. The principal will also provide the Unified Insights "Risk Analysis" to the team each Thursday to review and compare the information to ensure that all students receive the needed support.		Amy Hutchinson	06/02/2024
<i>Notes:</i> 10/13/23: The Student Service team collaborated with the administrative team on a documentation process for MTSS referrals. 8/23/23: Correlate 1, Successful Students, collaborated to determine systems for reviewing the academic progress of at-risk students.				

	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
<b>Initial Assessment:</b>			Students are referred to counselors as needed to assist with resources to help meet social and emotional needs. Interventions within the classroom are used to assist students in managing their emotional needs, i.e., calming corners. The staff believes that building positive relationships with students and their parents is essential when the student needs emotional support.	Limited Development 10/19/2022		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>			Teachers will receive professional development from counselors on steps to follow when students appear to be in an emotional/social crisis. Students will use calming corners and can self-regulate and separate from others when needed. Students needing to speak with a counselor will complete a form with a section stating the urgency of the request. Counselors will visit classes to talk with students about managing difficult situations and support teachers with SEL components. The administrative team will provide data to the Student Support Services team to have an overview of students who are academically and behaviorally endangered. This data will open the lines of communication with counselors, students, and teachers about academic performance and bridge a gap between the social and educational needs of the students.		Amy Hutchinson	06/01/2025
<b>Actions</b>				<b>1 of 3 (33%)</b>		
	10/21/22	Establish a calming corner/calming room which houses items helpful to students needed to manage their emotions.	Complete 05/17/2021	Annette Correale	05/17/2021	
<i>Notes:</i>						
	10/13/23	Grade-level counselors will provide SEL classes to all students through their Social Studies classes using the Major Clarity and the Second Step platform. The counselors will set the guidelines for requesting counselor visits and provide a form for immediate contact to grade-level counselors for support.		Amy Hutchinson	06/01/2025	
<i>Notes:</i> 9/18: Grade-level counselors provided SEL to all students in Social Studies classes for September.						

10/13/23	The administrators will provide a weekly list to the student support services team of students deemed at risk from the Risk Analysis to allow one-on-one counseling sessions.		Amy Hutchinson	06/01/2025
<i>Notes:</i> 10/13: School Counselors meet with the administrative team.				
<b>Implementation:</b>		10/21/2022		
<b>Evidence</b>	10/21/2022 Students use of the calming corners.			
<b>Experience</b>	10/21/2022 The experience was good. The calming rooms and/or calming corners within the classroom were successful for students needed to use them.			
<b>Sustainability</b>	10/21/2022 The calming room has materials and tangible objects for use by students. Replenishing these items as needed will be required.			

	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>			Counselors visit elementary schools to speak with 5th-grade students regarding transitioning to middle school. Students and parents are given course guides and a selection form that enables them to choose elective classes they are interested in taking. Upcoming 6th-grade students have a day during the open house time frame to come into the middle school and walk an abbreviated schedule. This allows students to visit with their teachers and their elective teachers. A tour of the school is given to hopefully make them more comfortable with a larger school setting. The 8th-grade counselor schedules times to meet with 8th-grade students regarding course selections for the transition to high school. The high school counselors visit the middle school to speak with 8th-grade students regarding moving to high school and course offerings.	Limited Development 10/08/2022		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			School counselors will visit elementary schools yearly to meet with 5th-grade students transitioning to 6th grade. Courses that will be offered are shared with students and parents. Students are able to make course selections with the guidance of counselors and parents. If students are interested in band, orchestra, or chorus, teachers of these courses recruit by visiting elementary schools and hosting parent/student nights prior to the new school year. In order to assist with making rising 6th-grade students feel comfortable when entering middle school, a specific time will be set aside prior to the new school year when students come to the school and walk an abbreviated schedule. At the end of each school year, teachers will collaborate to discuss intentional scheduling processes that will align with the needs of each student. Throughout the school year, ABE data should show decreased incidents and referrals due to the placement of students and increased academic achievement through Mastery Connect and EOGs.		Amy Hutchinson	06/01/2025
<b>Actions</b>				<b>1 of 3 (33%)</b>		
	10/21/22		Mac Williams counselors will visit the 7 elementary schools to discuss with students course selections for middle school. Students will be given a form from the counselor to determine, with the assistance of their parent, the elective courses they would like to take.	Complete 05/17/2021	Annette Correale	05/17/2021

<i>Notes:</i>				
10/13/23	Rising sixth-grade students will visit Mac Williams Middle School prior to school starting in August to receive orientation, participate in a "Day in the Life of a 6th grader", and learn about the school culture.		Amy Hutchinson	06/01/2025
<i>Notes:</i>				
10/13/23	Teachers will participate in transition meetings with the next grade-level teachers and administrators from grade band to grade band to ensure that students are successful academically and behaviorally. Teachers will discuss students' strengths, weaknesses, and needs to determine the proper teacher placement on the student's schedule for the following school year.		Amy Hutchinson	06/01/2025
<i>Notes:</i>				
<b>Implementation:</b>		10/21/2022		
<b>Evidence</b>	10/21/2022 Students transitioning into 6th grade and 9th grade from 8th have been successful. Parents have commented positively regarding the 6th grade students being able to experience an abbreviated walkthrough schedule prior to the opening of a new school year.			
<b>Experience</b>	10/21/2022 The tools and resources put in place for smooth transitions were successful.			
<b>Sustainability</b>	10/21/2022 Each year a follow through with rising 6th grade students and 8th grade students transitioning to high school will be needed.			

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 Leadership Team comprises administration, instructional coaches, teachers from each grade level, elective teachers, and support staff. Correlate meetings are conducted on the second Monday of each month, and SIT meetings are held on the fourth Monday. Staff members collaborate, review indicators, and discuss school improvement. In addition, the administrative team meets weekly to discuss school improvement, address SIP indicators, analyze academic and behavioral data, and review school budgets, facility upgrades, and technology needs. Grade-level and department team meetings are held weekly to address concerns and student updates.	Limited Development 10/08/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The district office and school leadership team will observe quality instruction that is aligned and rigorous. Correlates will meet regularly to disaggregate data and plan for immediate change. The school improvement team will meet monthly, and all team members will actively participate. Participation will consist of members presenting data points and devising the school improvement plan to meet the school's current needs. The instructional leadership team will also meet and use the school's goals and indicators as a foundation for their discussions. Evidence of full implementation will be determined by analyzing students' academic and behavioral data, proving that applied interventions created within correlate and leadership team meetings were effective and resulted in positive student behavioral and academic outcomes.		Anita McLaughlin	06/01/2025
<i>Actions</i>			<b>2 of 5 (40%)</b>		
	10/21/22	All team members will be prepared to discuss their responsible agenda items at the meeting. Members will have gathered concerns and suggestions from the grade levels prior to the meeting in order to contribute and share.	Complete 05/17/2021	Grade Level Content Teachers	05/17/2021
<i>Notes:</i>					

10/21/22	The leadership team will participate in a learning PLC and review instructional trends , discipline data, and coaching cycles in administrative meetings at least twice weekly.	Complete 05/30/2023	Ardry Adams	05/30/2023
<i>Notes:</i>				
8/20/23	The instructional leadership team and the CCS content specialists will conduct learning walks and meet to progress monitor the use of the instructional framework and student tasks. Limitations and strengths of classroom instruction will be reviewed, and evidence-based feedback will be planned for initial coaching cycles. Information will be recorded on the coaching tracker and viewed/monitored by the administration in the weekly leadership team meeting for the planning of additional support for the coach and the teacher.		Christin Etchison	06/01/2024
<i>Notes:</i> 10/3/23: The C&I team conducted a learning walk. 9/26/23: The C&I team conducted a learning walk. 8/17/23: The iRound schedule was created and assigned to the administrative team.				
10/18/23	All staff members will be divided into correlates that align with the Cumberland County Schools Strategic Plan to review and analyze data, plan initiatives, and guide the work of the school improvement team		Jacqueline Newman	06/01/2025
<i>Notes:</i>				
10/18/23	In addition to the school improvement team, the instructional leadership team will meet to discuss the progression of the indicators and school-wide data to ensure that the school's actions and teacher support are adequate to meet the goals of the school.		Christin Etchison	06/01/2025
<i>Notes:</i>				
<b>Implementation:</b>		10/21/2022		
<b>Evidence</b>	10/21/2022 At each Leadership meeting, each team member reports on the progress being made for the areas of responsibility.			
<b>Experience</b>	10/21/2022 Initially it was difficult for members to share out based upon input from their particular grade levels.			
<b>Sustainability</b>	10/21/2022 Instructional Team will have to intentionally share information with grade levels, discuss indicators, and determine specifics with regard to school improvement.			



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>		Each teacher has a specific planning time established per grade level. This time consists of a 90-minute block daily per content area. Specific duties are assigned within the team planning to accomplish needed tasks in an effective manner.	Limited Development 10/08/2022		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The team structure for instructional planning has been established as two days per week for 90-minute blocks. Every Thursday is dedicated to content planning. The data analysis PLC will be held in the Instructional Coaches' room, where data walls are displayed for visual discussions and physically moving students based on data. The content planning PLC will be held in an ELA or math teacher's classroom. Science and Social Studies PLCs are held in one of the content classrooms. The use of distributive leadership will allow lead teachers to facilitate PLCs. Instructional Coaches and administrators are in attendance during content planning. Every grade level and content area is dedicated to lesson planning each Tuesday. The Instructional Coaches prepare data presentations with an agenda sent to teachers before the PLC outlining the work of the PLC. Teachers will have additional days to work in a team structure to discuss students, provide a holistic approach to student support, and involve parents in their child's education.		Stephen Myles	06/01/2025
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	10/21/22	Each grade level will be assigned a specific time during the day for non-interrupted content planning. This time frame will be based upon the master school schedule.	Complete 05/17/2021	Daisha Sales	05/17/2021
<i>Notes:</i>					
	10/13/23	All faculty members will have an assigned time during the day on Tuesday and Thursday to participate in interrupted content planning that is facilitated by the instructional coaches. Teacher leaders will facilitate non-tested area PLCs to ensure that all teachers have common practices and language.		Stephen Myles	06/01/2025
<i>Notes:</i>					

10/18/23	Team teachers collaborate on Monday, Wednesday, and Friday to conference with students and meet with parents to discuss at-risk academic and behavioral concerns. Teachers will use this time to document in the ABE system. These days will also be targeted for 504 and IEP meetings so that teachers can have adequate time to plan for instruction.		Stephen Myles	06/01/2025
<i>Notes:</i>				
<b>Implementation:</b>		10/21/2022		
<b>Evidence</b>	10/21/2022 Each content area is able to meet within their schedule time daily. Agendas are provided which addresses the work of the planning session and time allotted. Administration is in attendance to assure the time frame is sufficient.			
<b>Experience</b>	10/21/2022 This objective was met with no problems based on the master schedule.			
<b>Sustainability</b>	10/21/2022 Ensuring master schedule is accurate and allows for sufficient planning time for each content area.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>

	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
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<b>Initial Assessment:</b>	<p>The principal and Instructional Team conduct weekly learning walks to determine if PLC lesson planning is transferred into classroom instruction and activities. Formal teacher observations are conducted based on a generated schedule for each grade-level administrator. Timely feedback is given following learning walks through email, a note, verbally, or using the iRound template, which automatically sends feedback to the teacher. Formal observation feedback is given when meeting face-to-face with the teacher.</p>	<p>Limited Development 07/10/2019</p>		
<b>How it will look when fully met:</b>	<p>Administrators will be visible in classrooms each day. Administrators will provide written feedback through walkthroughs but also provide additional support by meeting with teachers to discuss what was observed in the lesson and small areas of growth. Feedback will be truthful, timely, and relevant to the needs of each teacher. Increasing the frequency of visits will allow for multiple points of teacher growth, develop a strong relationship amongst the staff, and create a culture of high expectations for instruction. Teachers and administrators will serve as thought partners when looking at data and assist teachers with incremental feedback for support. The principal will hold all administrators accountable for instructional change and the implementation of major initiatives and hold herself responsible for personal accountability for student and teacher success.</p> <p>Each administrator will be assigned teachers during each observation cycle and will be responsible for individually coaching teachers. Feedback will be given to teachers within a few days to allow for true reflection on teacher practices, and administrators will use multiple strategies to coach teachers. During the classroom visits, the following will be looked for: HYIS, small group instruction, and standard aligned instruction, along with the focused milestone from the Implementation Roadmap. To improve student performance, classroom instruction must be improved. As the Instructional Leader, being visible is essential to focus on creating a rigorous educational environment.</p>		<p>Anita McLaughlin</p>	<p>06/01/2024</p>
<b>Actions</b>		<p>4 of 12 (33%)</p>		
<p>10/2/22</p>	<p>The Instructional Team will meet weekly, each Friday, to discuss teacher progress determined by learning walks, formal observations, and teacher observer conversation. If specific teacher concerns, a different team member will revisit teacher to confirm if deficiencies have been corrected. Data will be collected to determine professional development needed.</p>	<p>Complete 05/30/2023</p>	<p>Instructional Team</p>	<p>12/19/2022</p>

<i>Notes:</i>				
10/7/22	The Instructional Team will provide feedback on lesson plans. The "look fors" will be standard alignment, rigor, opportunities for use of high yield strategies, and use of county resources.	Complete 05/30/2023	Instructional Team	12/19/2022
<i>Notes:</i>				
10/7/22	The Instructional Team will individualize coaching support using coaching cycles for teachers.	Complete 05/30/2023	Instructional Coaches	05/12/2023
<i>Notes:</i>				
10/13/23	The principal will create an Administrative Accountability plan to ensure that administrative team members are visible in classrooms, providing timely feedback to teachers and monitoring instruction.	Complete 10/03/2023	Administrative Team.	10/23/2023
<i>Notes:</i> 10/9: The team put the schedule into practice. 10/3: The administrative schedule was presented to the administrative team. 9/29: An administrative schedule was created for each administrator.				
10/13/23	The administrative team will meet twice a week. On Monday, the team will participate in a "huddle" and discuss the weekly goals. The principal will lead an administrative meeting on Friday to discuss and create a plan of support for the next week for teachers. Within the meeting, the team will review the Coaching Tracker, the iRounds data, types of administrative support given to teachers during the week, evidence of support for PLCs, feedback to teachers, and discussion of teacher/student performance of MasteryConnect.		Anita McLaughlin	06/01/2024
<i>Notes:</i> 8/17/23: The iRound schedule was created for each administrator.				
10/18/23	Based upon the Administrative Accountability plan, all administrators will conduct daily iRounds for 30-45 minutes and provide teacher feedback based upon the team's weekly focus and actively looking for alignment and follow-up from PLC planning, as well as other areas of support that are observed during the walkthrough		Anita McLaughlin	06/01/2024
<i>Notes:</i>				
10/18/23	Administrators are assigned to attend their grade level PLCs each week and actively monitor for alignment, use of vetted resources, grade-level and rigorous student tasks, and collaboration among teachers in the planning process.		Anita McLaughlin	06/01/2024
<i>Notes:</i>				

10/18/23	Administrators will meet individually with teachers after each Mastery Connect post-assessment to discuss student mastery, reteaching plans, and the MWMS goal-setting sheet and how each student met their goals and to look at targeted students' performance versus their EVASS probability.		Anita McLaughlin	06/01/2024
<i>Notes:</i>				
10/18/23	The administrative team will provide face-to-face granular feedback at least once a week to targeted teachers by creating an administrative coaching cycle for teachers who need additional support. The team will use the instructional portion of the Scope and Sequence from the Get Better Faster Model		Anita McLaughlin	06/01/2024
<i>Notes:</i>				
10/18/23	The principal will serve as a coach to the members of the leadership team and facilitate the Get Better Faster professional development with the area superintendent. To monitor the implementation, the principal will provide “real-time feedback” to the assistant principals during her observations of the assistant principals giving feedback to teachers.		Anita McLaughlin and Dr. La'Shanda Carver-Moore	06/01/2024
<i>Notes:</i>				
10/18/23	The principal will monitor NCEES evaluations to ensure that teachers receive timely observations and quality feedback that will support instructional practices and build the capacity of teachers		Anita McLaughlin	06/01/2024
<i>Notes:</i>				
10/18/23	The principal will pull The Risk Analysis from Unified Insights once a week to view grade distributions, attendance, and discipline to determine teachers that need additional support. The administrative team will use this data in their data conversations with teachers and compare their findings with standards mastery in post-assessments through Mastery Connect.		Christin Etchison	06/01/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade-level teams meet once weekly, on Thursday, during a 90-minute block to analyze student data. Formal assessments and informal observations of student learning are used to determine student needs. Grade-level teams determine the needs of all students to differentiate instruction, resources, and activities correctly. Data points needed to determine a student's overall success are academic, behavioral, attendance, and social/emotional. Professional development in analyzing data is held as required.	Limited Development 10/07/2022		
<i>How it will look when fully met:</i>		Grade-level content teachers and the Instructional team will meet weekly to analyze student data from unit assessments and use their Mastery tracker to identify and differentiate support for students. Teachers will intentionally monitor the progression of students who traditionally struggle on end-of-year assessments and develop individual goals and small group plans that cater to their needs. Information will be placed in the data tracker after each common assessment. All low-performing subgroups will be tracked, and learning plans will be implemented to increase proficiency. Students with disabilities and American Indian students will begin to increase their proficiency and exceed growth on end-of-the-year assessments. Mac Williams will no longer be a TSI school.  All teachers will have the capacity to teach the content from which they are assigned and will have the ability to seek support from numerous sources to receive current strategies for working with all levels of students.		Allyson Faircloth	06/01/2025
<i>Actions</i>			8 of 12 (67%)		
	10/7/22	A part-time tutor will come in every Thursday beginning October 13th for the 6th grade American Indian subgroup. The 6th grade students proficiency level was the lowest of the grade levels at 20%	Complete 05/30/2023	Jackie Newman	11/30/2022

<i>Notes:</i>				
10/7/22	A data wall will be created in a centralized location to monitor students' progress on benchmarks, EVASS projections, and EOG data. Teachers will move students on the wall as they progress or decline.	Complete 11/30/2022	Instructional Coaches and Grade Level Teachers	11/30/2022
<i>Notes:</i>				
10/7/22	The 8th Grade Math Dept. will have students take ownership of their data through the use of an interactive slide deck. Students connect the learning goals of the unit to the results of their assessment. Students color code the standard based off of mastery	Complete 11/30/2022	8th grade math teachers	11/30/2022
<i>Notes:</i>				
10/7/22	A remediation and enrichment schedule will be created by content grade level teachers to provide tiered instructional support.	Complete 04/28/2023	Grade Level Content Teachers	12/20/2022
<i>Notes:</i>				
10/16/22	Our SWD students will be formatively assessed to determine mastery on the standards being taught. SWD students who do not meet mastery will be remediated through successmaker, remediation, pull out group work. Students will be post tested to determine level of mastery and if further interventions are needed.	Complete 12/19/2022	Grade level teachers; EC teachers	12/20/2022
<i>Notes:</i>				
10/7/22	Teachers will disaggregate common unit assessments and benchmark assessment data for instructional planning during the PLC Data Dive on Tuesdays.	Complete 05/30/2023	Instructional Coaches	05/12/2023
<i>Notes:</i>				
10/7/22	Teachers will monitor Success Maker data to determine students still in IP status and give support to students not meeting their goals.	Complete 05/30/2023	Grade Level Teachers	05/12/2023
<i>Notes:</i>				
10/21/22	A tutor will be assigned to work with the American Indian students every Thursday.	Complete 05/30/2023	Ardry Adams	05/30/2023
<i>Notes:</i>				
10/18/23	Exceptional Children teachers will attend professional learning opportunities with the instructional coaches to increase their content knowledge in the areas of English and Math. The teachers will also have the ability to attend national conferences to increase their knowledge of strategies that are aimed at students with disabilities.		Christin Etchison	06/01/2025
<i>Notes:</i>				



10/18/23	During individual data meetings, the administrative team will meet with their assigned teachers/ grade level to discuss student progression and specifically target the progression of students with disabilities and American Indian students. Within the conversations, teachers will compare their individual goal-setting sheets and EVAAS projections to the standards mastered on the assessment per student, and create individualized learning plans for these targeted students, and provide embedded support and interventions needed for student mastery.		Christin Etchison	06/01/2025
<i>Notes:</i>				
10/18/23	After each major assessment, provide tested area core teachers with an opportunity to participate in “data-dive” sessions with the instructional coaches and administration to review the post-assessment and/or benchmark data and determine the progression of the school goals.		Allyson Faircloth	06/01/2025
<i>Notes:</i>				
10/21/22	Teachers will analyze student work and assessments to identify standard mastery. When students do not master standards, teachers will create groups and adjust instruction to provide support and interventions needed for student mastery. Additional assessments will be used to measure the progression of the standard following the intervention.		Christin Etchison	06/01/2025
<i>Notes:</i>				

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>Recruiting qualified professionals is essential. Interviews are scheduled with candidates and teachers within the content area being recruited. Job fairs are attended to recruit qualified individuals. Teachers are provided with staff development in areas of need. Beginning teachers receive a mentor and monthly sessions to share processes and procedures. This allows opportunities to address concerns and questions in a smaller setting. Each month, a staff member of the month is highlighted. Colleagues nominate a peer they feel is worthy of the staff member of the month based on specific criteria. This member receives special perks such as a parking space and a gift bag of goodies. They are also highlighted in the staff newsletter. Shoutouts go to individuals who have gone above and beyond their regular duties.</p>	Limited Development 10/08/2022		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>All positions within Mac Williams will be filled with a highly qualified teacher. Staff turnover will be less than 10% of the staff each year. Staff will have the opportunity to voice their opinions and provide insight into their perspective of the school culture. The administrative team will collect the data and share it with the school's governing body. Correlates will play an active role in interpreting the data and leveraging their groups to make positive changes in the school for the good of all stakeholders. Staff will have a voice, and the school will weigh the needs of all stakeholders before making a final decision on matters, whenever possible. Staff members will participate in school-led climate initiatives created by their peers, which serve on correlates designed around improving school culture. The Teacher Working Conditions Survey will also show an increase in teacher satisfaction from the previous school year.</p>		Jacqueline Newman	06/01/2025
<b>Actions</b>			<b>1 of 7 (14%)</b>		
	10/21/22	Marigold of the month: Create a survey for teachers to nominate a staff member who has been a marigold; helping students, staff, and being positive.	Complete 05/17/2021	Jacqueline Newman	05/17/2021
<i>Notes:</i>					

10/18/23	The administrative team sends out a monthly ballot for teachers and staff to vote on the teacher of the month. The administrators choose a staff member of the month as well.		Jacqueline Newman	06/01/2024
<i>Notes:</i> 10/6/2023- The teacher of the month and staff member of the month were recognized at the October staff meeting. Both were given a treat along with a gift certificate to Jersey Mike's.				
10/18/23	The Premier Professionals correlate will administer a Climate and Culture survey through the Cognia platform to gauge the perception of the entire staff.		Melissa Smith	06/01/2025
<i>Notes:</i>				
10/18/23	The administrative team will share the data from the Cognia survey with the Premier Professionals correlate for disaggregation and to be analyzed for trends.		Melissa Smith	06/01/2025
<i>Notes:</i>				
10/18/23	Data from the Cognia survey will be shared with all staff members for transparency.		Jacqueline Newman	06/01/2025
<i>Notes:</i>				
10/18/23	The Premier Professionals correlate will meet monthly to consider ideas and initiatives that will build school culture and celebrate staff based upon the results of the Cognia surveys		Melissa Smith	06/01/2025
<i>Notes:</i>				
10/13/23	The Premier Professionals correlate will present the data from the Cognia survey to the school improvement team and the school improvement team, with the assistance of the Premier Professionals correlate will determine steps for improvement and celebrate cultural progression.		Melissa Smith	06/01/2025
<i>Notes:</i> 9/12: Correlate 2 hosted a Coffee Bar for staff appreciation.				
<b>Implementation:</b>		10/21/2022		
<b>Evidence</b>	10/21/2022 Increase in morale and retention of teachers.			
<b>Experience</b>	10/21/2022 We found when teachers are included in the recruiting of new staff, there is more ownership in helping the new employee experience success.			
<b>Sustainability</b>	10/21/2022 As new vacancies arise, we will continue with the process for recruiting, hiring, and retaining teachers.			

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>		The 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 implement strategies to ensure that all resources are equitable and aligned with main school improvement indicators.		LaShanda Carver-Moore	06/01/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	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.		LaShanda Carver-Moore	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>		Mac Williams Middle School communicates with parents through the school webpage, parent link calls, the Remind app, and newsletters. Correlate 4: Successful Communities meets monthly to organize and coordinate volunteers to support various school activities and events, foster partnerships with local businesses, organizations, or community members, and assist in managing and supporting special events such as Fall Festival, Spring Flings, and Curriculum Nights, and collaborate with the school administration to enhance communication and engagement between the school and families (newsletters and parent surveys)	Limited Development 09/10/2020		
<i>How it will look when fully met:</i>		Parents will be informed about their child's academic progress and have multiple opportunities for two-way communication between the home and school. The school will monitor parent participation in events by gathering rosters and looking for increases in attendance from event to event and will seek to find new ways to involve parents in their child's education.		Mario Matarese	06/01/2024
<i>Actions</i>			<b>1 of 5 (20%)</b>		
	10/21/22	Correlate 4: Successful Students will plan and facilitate a Fall Curriculum Night where students, staff, and families collaborate on current learning standards, curriculum, and practices that can be implemented at home to increase student and family engagement.	Complete 09/14/2023	Allyson Faircloth	11/28/2023
		<i>Notes:</i> 9/14/23: The Fall Curriculum night was a successful event with participation from all grade-level students. 8/29/23: Teachers collaborated in PLCs to determine activities parents can participate in with their students to promote a deeper understanding of the curriculum and current NC standards. 8/23/23: Correlate 4 met and organized the first curriculum night of the school year. The set date is 9/14/23.			

8/20/23	The Successful Students correlate will plan and facilitate two parent engagement activities that connect parents to their child's education. During the school year, activities such as EOG Parent Prep Night where parents and teachers collaborate on test-taking strategies and practices to prepare students for their End of Grade Assessments will be available for parents.		Allyson Faircloth	04/12/2024
<i>Notes:</i>				
10/13/23	All teachers will utilize the Remind app as a form of communication with parents about upcoming events, grades, celebrations, and concerns to keep parents informed of their child's education.		Nancie Hood	05/15/2024
<i>Notes:</i>				
10/18/23	The student support team will contact parents about student progression by email or letter for students who are failing more than one core content course. Team members will work with parents to schedule flexible conferences with teachers to provide a support plan and to get students back on track.		Jacqueline Newman	06/01/2024
<i>Notes:</i>				
10/18/23	The data manager will mail out parent portal letters to parents of students who do not have active accounts. Increasing the connection of parents to their student's grade book will allow parents to see their child's progression in real-time. At each family event, we will also campaign for this initiative.		Linda Lamb and Anita McLaughlin	06/01/2024
<i>Notes:</i>				