

Comprehensive Progress Report

Mission: The Mission of South View Middle is to provide quality instruction and leadership in a safe and supportive environment.

Vision: The vision of South View Middle School is to create an environment where EXCELLENCE is demonstrated in academics, the arts, and athletics.

Goals:

- SVMS will increase overall proficiency on EOG/EOC performance from 37.1% to 49.5%.
- SVMS will increase positive school culture indicators by 50% as measured by Q5.1(a-g), Q7.1(a-c) and Q7.3(a,g) on the 2024 TWCS.
- SVMS will close the proficiency gap between Black and White subgroups to less than 10% in all subject areas as measured by GLP on the EOG/EOC Assessments.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Administration presents and reviews school-wide expectations with faculty to promote positive student behaviors.

During the first week of school, teachers review the student code of conduct with students to ensure compliance and adherence to school rules.

Teachers implement classroom rules and procedures that are aligned with Positive Behavioral Intervention and Supports for students to follow.

During the first week of school, teachers review classroom policies and procedures and PBIS matrix with students to ensure compliance and adherence to classroom rules.

Teachers are trained to effectively utilize the Alternative Behavior Educator (ABE) management system.

All staff members actively participate in distributing points in the PBIS reward systems in order to promote positive behaviors in the school consistent with the established PBIS matrix. This is monitored and measured by the reporting dashboard in the PBIS rewards System.

Limited Development
09/12/2022

<p>How it will look when fully met:</p>	<p>The implementation of school policies and procedures are enforced throughout the school.</p> <p>All staff members actively participate in distributing points in the PBIS reward systems in order to promote positive behaviors in the school consistent with the established PBIS matrix. This is monitored and measured by the reporting dashboard in the PBIS rewards System.</p> <p>Counselors and Social Workers actively monitor the ABE Management system and provide Tier II interventions to students that have frequent office referrals and incidents</p> <p>Full functioning School Culture team that meets monthly, that receives data reports to review in order to make data-based decisions and necessary improvements</p> <ul style="list-style-type: none"> -ABE data (to review reports, teachers, language) -OSS/ISS -Attendance Reports -PBIS Rewards data -Culture building activities - PBIS events <p>A school with an orderly environment where students, parents, and staff feel safe and respected.</p>		<p>Stephanie Pacquette</p>	<p>05/28/2024</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>10/11/22</p>	<p>Dr. Gagne, Restorative Justice Facilitator will conduct the initial training on using the ABE system for tracking classroom actions, parent contacts and office referrals.</p>	<p>Complete 08/18/2023</p>	<p>Diane Speights</p>	<p>08/18/2023</p>
<p>Notes:</p>				

9/12/22	All staff members actively participate in distributing points in the PBIS reward systems in order to promote positive behaviors in the school consistent with the established PBIS matrix. This is monitored and measured by the reporting dashboard in the PBIS rewards System.		Diane Speights	05/19/2024
<i>Notes:</i>				
10/5/22	Counselors and Social Workers actively monitor the ABE Management system and provide Tier II interventions to students that have frequent office referrals and incidents.		Vernon Tucker	05/30/2024
<i>Notes:</i>				
10/10/23	The school will provide frequent long and short term behavior, attendance and academic goals in order for students to earn incentives and recognition.		Stephanie Pacquette	05/31/2024
<i>Notes:</i>				
10/3/23	Classroom teachers will utilize the ABE behavior tracking system consistently and with fidelity. This will lead in a more accurate representation of student behaviors and allow data for our SEL team to provide targeted interventions.		Eddie Ford	06/01/2024
<i>Notes:</i>				

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

Initial Assessment:

Teachers submit lesson plans to google drive (Friday by COB)

Teachers work alongside the instructional coach and counterpart to plan standard aligned lesson plans.

Teachers use the North Carolina Common Core Standards/Essential Standards, Cumberland County pacing guide and instructional materials provided by the county.

Admin team checks lesson plans for standard(s), I can statement, standard aligned instruction focus/connection; high yield instructional strategies (numbered heads/collaborative pairs; distributive summarizing and higher order questioning)

Admin team documents if teachers completed, incomplete, or did not complete the lesson plans.

Focused, reflective conversations with teachers who have not completed their lesson plans.

Limited Development
10/12/2022

<p>How it will look when fully met:</p>	<p>Once this objective is met, we will see a consistent alignment to the standards and student centered instruction that will help to increase student academic skills and increase test scores. We will see an increase in structured student discourse using the language of the standard(s).</p> <p>Administration team will use a google sheet to check the teacher's lesson plan each week in which we are looking for evidence of HYIS, I can statement, standard aligned instruction (pacing), and small group instruction.</p> <p>Administration team will need to review the curriculum guides as well as the calendars created by Cumberland County Schools curriculum and instruction team.</p>		<p>Monica Robbins</p>	<p>05/30/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/14/23</p>	<p>Teachers will use the lesson plan format aligned to the instructional framework after collaborating with instructional coaches to build standard aligned lessons. Using Mastery Connect data, instructional coaches will help the teachers aligned their lesson design to current student performance.</p>		<p>Courtney Womble, Patience Allen</p>	<p>01/01/2024</p>
<p><i>Notes:</i></p>				
<p>6/1/23</p>	<p>Administration team will review the lesson plans and make comments for teachers to focus on or necessary revisions. The focus of these reviews will be ensuring that all teachers are standards aligned, using HYIS and allowing for student discourse in the classroom.</p>		<p>Shawn O'Connor, Eddie Ford, Monica Robbins</p>	<p>05/24/2024</p>
<p><i>Notes:</i></p>				
<p>10/14/23</p>	<p>During learning walks, the instructional leadership team will observe specific focus areas (each team member will have one area to examine) and provide feedback using the iRound tool. The feedback will be aimed at improving instructional practice, professional growth and increasing student achievement.</p>		<p>Shawn O'Connor, Monica Robbins, Eddie Ford</p>	<p>05/28/2024</p>
<p><i>Notes:</i></p>				

10/10/23	Ms. Womble (ELA Coach) and Ms. Allen (Math Coach) will provide targeted support to teachers in order to ensure that not only lesson plans but instructional practices meet the expectation of C&I and School Administration.		Courtney Womble, Patience Allen	05/31/2024
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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
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<p>Initial Assessment:</p>	<p>Teachers use assessment data from post assessments from units taught to build re-engagement lessons.</p> <p>Teachers have conversations with counterparts and instructional coaches to determine how to re-engage students with standards that need additional support.</p> <p>Teachers use the resources built within the curriculum guides to re-engage students within small groups (teacher led)</p> <p>Teachers monitor and continue to spiral back within the curriculum.</p> <p>Teachers work alongside the counselors to provide support using the MTSS system.</p>	<p>Limited Development 10/18/2022</p>		
<p>How it will look when fully met:</p>	<p>On-going spiral support to students will take place to ensure that standards that students struggled with become a standard that they master.</p> <p>Teachers will utilize resources from the C&I page to help with re-engagement tools to help support students' learning. (Arc of Resources for small group and differentiated instruction)</p> <p>Teachers will create a data wall to display data of assessment results.</p>		<p>Sarah Lance</p>	<p>05/30/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/15/23</p>	<p>Teachers will conduct vertical professional learning communities to discuss data, instructional practices, and innovative activities to support students learning.</p>		<p>Courtney Womble</p>	<p>05/28/2024</p>
<p><i>Notes:</i></p>				

	10/15/23	Teachers will work alongside the university tutor to support students who need additional support in Math and ELA instruction based on their assessments, mastery connect data and anecdotal evidence.		Monica Robbins	05/28/2024	
	<i>Notes:</i>					
	10/15/23	Using Mastery Connect and other assessment data, teachers will create and lead small group lessons for targeted groups with different instructional needs.		Julie Peters	05/28/2024	
	<i>Notes:</i>					
	10/15/23	Administration will provide opportunities for students to utilize the FEV tutoring system to help support the content (math and ELA) curriculum.		Tomeka Simmons	05/28/2024	
	<i>Notes:</i>					
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Counselors have been trained and use the Second Chance Curriculum in small group sessions.</p> <p>Teachers are encouraged to use Second Step Curriculum and other SEL strategies with their students during classroom time.</p> <p>Teachers utilize the SEL team (Counselors and Social Workers) to intervene with students that struggle with their emotions.</p> <p>Counselors use the Check-in/Check-out approach to support those student that need additional one-on-one interventions.</p> <p>We are developing BOSS (Brotherhood of Successful Students) and Empower H.E.R. as mentoring programs for students to develop their leadership skills and help them build their community.</p>	Limited Development 10/18/2022			

<p>How it will look when fully met:</p>	<p>When fully met there will be an increase in student attendance and achievement, as well as a decrease in student referrals and suspensions. There will be published and established norms throughout the school.</p> <p>Through the utilization of SEL resources and techniques, staff and students will exemplify social, emotional, academic, and technological self-management skills. Staff will support this growth in themselves and students by engaging in required as well as supplemental training that provides knowledge, skills, and resources for crisis management, behavior intervention, and SEL-inclusive lesson planning.</p> <p>The percentage of staff that “feel comfortable raising issues and concerns that are important to them” should increase to at least 50% on the TWC Survey Equity Category by 2024.</p> <p>All adults in the school will be better equipped to deal with the ever-changing landscape of our society and support the needs of our students and families.</p>		<p>Patricia Linkous</p>	<p>05/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/13/23</p>	<p>Male students that are identified as at-risk through hoonuit (attendance, behavior, course performance) and other SEL indicators will be invited to join the BOSS mentoring group. This group will provide a safe environment where students can develop their social skills, leadership skills and give back to their community.</p>		<p>Vernon Tucker</p>	<p>12/01/2023</p>
<p><i>Notes:</i></p>				
<p>10/13/23</p>	<p>Female students that are identified as at-risk through hoonuit (attendance, behavior, course performance) and other SEL indicators will be invited to join the Empower H.E.R. mentoring group. This group will provide a safe environment where students can develop their social skills, leadership skills and give back to their community.</p>		<p>Monica Robbins</p>	<p>12/01/2023</p>
<p><i>Notes:</i></p>				
<p>10/13/23</p>	<p>The SEL team (Counselors, Social Workers, and administration) will meet every week to address current student needs and SEL implementation efforts. The attendance, behavior and course performance data in hoonuit will be used as a baseline for the conversation along with associated ABE reports and anecdotal teacher evidence. We will monitor and adjust strategies for addressing these issues based on the current trends and issues that are occurring.</p>		<p>Ashley Finn</p>	<p>12/01/2023</p>

Notes: We have been meeting weekly already but we are not as efficient as we need to be yet. Our team data conversations and strategy sessions should become more routine and effective by December.

10/18/22 Each week homeroom Teachers will conduct a 20-30 minute SEL session utilizing Second Change Curriculum.

Sherron Evans

05/30/2026

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>Teachers are provided student data from previous assessments to develop lessons that promote growth.</p> <p>Grade levels meet vertically to discuss student data. This meeting will help teachers plan and monitor student progress.</p> <p>Teachers create lessons that address the needs of students and promote academic growth.</p> <p>Students will complete pre assessments, post assessments and benchmark assessments to monitor academic progress.</p>	<p>Limited Development 10/19/2022</p>		

<p>How it will look when fully met:</p>	<p>Visible vertical alignment in planning and instruction for grade levels and content areas.</p> <p>Teachers will be implementing lesson plans that meet the needs of students.</p> <p>Teachers will complete progress monitoring providing support to students as needed.</p> <p>Administrative Team, Instructional Coaches and teachers will analyze student data from pre and post assessments and benchmarks to identify students who need support.</p> <p>Teachers predict how students will perform on their End of Grade Assessments based on the assessments given.</p>		<p>Patricia Linkous</p>	<p>05/30/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/15/23</p>	<p>School Counselors and administration will utilize 5th Grade EOG data and other indicators when building 6th grade schedules and follow this same protocol when building 7th & 8th grade schedules. By understanding the profiles of each student (Attendance, Behavior, Course Performance) we can provide the best opportunity for success by strategically scheduling our classes.</p>		<p>Sherron Evans, Patricia Linkous, Ashley Finn</p>	<p>05/28/2024</p>
<p><i>Notes:</i></p>				
<p>10/15/23</p>	<p>All teachers will complete and submit the SVMS student transition information form (strengths, weaknesses, anecdotal information from the classroom) to the data manager at the end of the year. This paperwork will be provided to the teacher for the following year to help ease the transition into the new classroom and encourage relationship building with students.</p>		<p>Anne Shipman</p>	<p>05/28/2024</p>
<p><i>Notes:</i> Teachers will be required to review this information on the work days prior to meeting their students at open house.</p>				

10/19/22	SVMS will host a summer orientation camp for all students that will focus on student code of conduct and academic expectations. We will utilize diagnostic activities in order to assess the readiness of our rising 6th graders and anticipate instructional needs prior to the beginning of the school year.		Monica Robbins	05/30/2026
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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
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<i>Initial Assessment:</i>	<p>The SIT Team has currently been meeting once a month on the first Monday of each month. This date was chosen because the full faculty meeting was on the second Monday of the month and SIT items could be brought to the Faculty meeting.</p> <p>We utilize data to guide student learning and to make informed decisions about student success.</p> <p>Teachers plan and unpack standards with Instructional Coaches to ensure standard aligned instruction, and utilize high-yield instructional strategies throughout lessons.</p> <p>The Administrative Team meets with staff on a monthly basis to discuss school data.</p> <p>Core Departments meet every Tuesday for Staff Development PLCs and Wednesday for Content PLCs</p>	Limited Development 10/19/2022		
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<p>How it will look when fully met:</p>	<p>Meetings for SIT, Administration and Instructional Leadership teams are held on a rotation that is kept with fidelity. Meetings surround teaching, learning, and how the two lend themselves to increased student achievement.</p> <p>PLCs be utilized for optimal planning and collaboration to ensure that we are meeting the needs of every student.</p> <p>Department meetings will consist of active engagement and participation, takeaways that faculty and staff will be able to implement immediately, and meeting agendas will reflect rich discourse and meaningful contributions.</p> <p>Walk-throughs are conducted on a regular basis and feedback is offered to teachers in a timely manner with a coaching task. Teachers are placed on a tiered system for coaching and improvement and through coaching, move from one tier to the next as improvement becomes evident. Instructional coaches are well trained in coaching (Get Better Faster) teachers implementing standards-based instruction.</p>		<p>Jody Phillips</p>	<p>05/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/14/23</p>	<p>PLCs are utilized by our Instructional Leadership team to ensure that teachers are examining assessment data, designing standards-aligned lessons and engaging in professional discourse with the focus of data driven instruction and improved student performance.</p>		<p>ILT</p>	<p>12/01/2023</p>
<p><i>Notes:</i> Increasing Staff Capacity through PLCs Monday - Principal Check-In Tuesday - Coach's Corner Wednesday - Hump Day Follow-up Thursday - Team/Content Area Friday - Individual</p>				
<p>10/14/23</p>	<p>The school improvement team will meet on the first Monday of each month in order to address the established indicators in the school improvement plan. The SIT chair and Principal will have the agenda established and posted by the Friday before the meeting.</p>		<p>Diane Speights</p>	<p>11/01/2024</p>
<p><i>Notes:</i></p>				

10/19/22	The Instructional Leadership Team will meet weekly to determine best practices for instruction, observation/ walk-through trends, and professional development needs utilizing data from iRounds, walkthroughs, and student performance indicators in Mastery Connect and Hoonuit.		Shawn O'Connor	05/30/2026
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers have an established planning time for the individual as well as team planning. This time is allocated for lesson structuring with Instructional Coaches, grade-level PLCs and data disaggregation. Elective teachers share common planning also for collaborative purposes.</p> <p>Administration has provided a duty spreadsheet which assigns supervision duties before, during and after the school day.</p>	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will efficiently and effectively utilize PLC time to		Eddie Ford	05/30/2026
<i>Actions</i>			0 of 2 (0%)		
10/15/23		Administration provides a comprehensive duty spreadsheet in order to ensure supervision throughout the school day and during student transitions. The schedule will be monitored and adjusted each 9 weeks to ensure efficiency and effectiveness.		Eddie Ford	05/28/2024
<i>Notes:</i>					
10/19/22		All teachers attend Grade Level PLCs on the mandated days. Monday is administrative meeting where all issues are discussed along with big picture data items. On Tuesdays, all teachers meet with instructional coaches to discuss lesson design and HYIS. Wednesdays are lesson planning days, where coaches ensure that lesson plans are developed in the appropriate instructional format, utilizing best practices. Thursdays are grade level and content planning days.		Tonja Vaughan	05/30/2026
<i>Notes:</i>					

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>		<p>Administration conducts informal walkthroughs daily in order to be seen in the hallways and classrooms of the school. The informal format is 5x5x5 (Five classrooms, Five days a week for Five minutes). This allows us to keep the pulse of the classrooms, teachers and students.</p> <p>Administration conducts CCS iRounds in order to support instruction and ensure instructional alignment and monitor progress towards milestones.</p> <p>Administration works with teachers in developing their PDPs and monitors their progress through formal observations.</p>	Limited Development 07/27/2016		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, all classrooms will provide consistent, standards-aligned instruction for students of all ability levels. Our in-house professional developments will be accurately targeted to address specific classroom needs with provided actionable strategies. Greater engagement in the classrooms will result in a decrease in negative student behaviors and an increase in overall proficiency. The change in these academic and behavioral indicators also have a positive impact on the culture of the school and morale of the teaching staff.</p>		Shawn O'Connor	05/30/2026
<i>Actions</i>			0 of 4 (0%)		
	9/6/16	Establish observation tracking sheet to ensure that all administrators are aware of their observational assignments. Administrators are purposefully assigned to each teacher in order to maximize impact and expertise within the subject area.		Shawn O'Connor	05/31/2024
<i>Notes:</i>					

11/5/19	The Administration and Coaches will monitor lesson plans, instructional delivery and provide feedback to individual teachers with a focus on High Yield Strategies, engagement and intentional questioning. The feedback from this monitoring will guide opportunities for students growth through professional development.		Shawn O'Connor, Monica Robbins, Eddie Ford	05/31/2024
<i>Notes:</i> Lesson plans will be located on the google drive, each teacher has a folder for each week.				
11/5/19	Administration will conduct iRounds in concert with 5x5x5 visits in order to have a quick and constant appraisal of instructional practices. This monitoring will help us determine if the classrooms are meeting the cultural/environmental expectations of SVMS and the Instruction expectations of CCS.		Shawn O'Connor, Monica Robbins, Eddie Ford	06/01/2024
<i>Notes:</i> Feedback will be used to drive instructional conversations with teachers and identified trends will be addressed during PLCs				
10/16/22	The Principal will attend professional learning networking sessions (PLN) with other building administrators in order to calibrate instructional expectations with other CCS principals and work towards actionable solutions to strategic deficiencies.		Shawn O'Connor	05/30/2026
<i>Notes:</i> 10/12 - Westover High School				

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>		<p>Student data projections have been established on spreadsheets so that teachers are able to quickly access student testing profiles and anticipate instructional needs.</p> <p>Core departments meet during PLCs to analyze data and determine the overall performance of students.</p> <p>Using data from Mastery Connect, EVAAS projections and other assessments, the instructional Leadership team discusses trends to determine the best approaches in lesson design during PLCs.</p>	No Development 09/12/2022		
<i>How it will look when fully met:</i>		<p>Each teacher will collect data from classroom assessments, pre and post assessments, and benchmark assessments to analyze.</p> <p>The data will be analyzed by the administrative team, instructional coaches and lead teachers.</p> <p>The instructional team will collaborate and determine instructional strategies to drive instruction and meet the needs of students.</p>		Courtney Womble	06/01/2024
Actions			0 of 4 (0%)		
	10/15/23	Administration and the SEL team will utilize Powerschool reports and Hoonuit in order to provide targeted intervention for students that are chronically absent from school. Social workers will be utilized to make home visits and work with families to encourage student attendance.		Vernon Tucker	12/02/2023
<i>Notes:</i>					

10/11/22	Weekly meetings with Administration and Instructional Coaches to review completed observations and feedback data in order to continue in building the capacity of teachers through differentiated Professional development		Shawn O'Connor, Monica Robbins, Eddie Ford	05/28/2024
<i>Notes:</i>				
10/11/22	Each grade level team will present their data from benchmarks and track student performance utilizing our student tracking sheets. This will help them anticipate future instructional needs and their contribution to our school's numerator towards the SPG.		Shawn O'Connor	05/28/2024
<i>Notes:</i>				
10/15/23	Instructional Coaches will utilize data from mastery connect, EVAAS projections and classroom performance in order to help teachers build strategically focused lesson plans during weekly PLC meetings. Administration will ensure delivery of these lessons occur through iRound and informal walkthroughs.		Courtney Wobble, Patience Allen	05/28/2024
<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>Prospective teachers are recruited at teacher job fairs or through the Talent Ed system.</p> <p>PLCs are utilized to build capacity in the staff and provide them with a time for collegial discourse.</p> <p>Naming a Teacher of the Month, BT of the Month and Staff member of the month will increase the number of individuals being recognized for their hard work and dedication.</p>	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		At full implementation, SVMS will be fully staffed with high quality Certified and Classified staff members. The professional capacity of the staff will increase along with the efficacy of the entire school. This will result in greater student achievement as measured by Benchmarks, EOGS and other academic indicators. The overall morale of the school will improve with less coverage responsibilities required. Students will benefit from the structure provided by experienced teachers which will result in greater engagement and less disciplinary issues. By adding high quality individuals to our team, the overall quality of the school environment will increase to benefit our staff families and students.		Tonja Vaughan	05/30/2026
Actions			0 of 4 (0%)		
	10/13/23	Administration consistently networks with teachers and individuals from other districts in order to identify possible candidates and opportunities for recruitment. The focus is on finding fully-licensed, experienced educators that bring a diverse perspective to our school and students.		Shawn O'Connor	05/01/2024
<i>Notes:</i>					
	10/14/23	Administration will provide opportunities for current staff members to learn and grow professionally. These opportunities will be based on the trends and issues that are observed during iRounds and both formal and informal observations. Increasing staff capacity and efficacy are priorities if we hope to increase student achievement.		Shawn O'Connor	05/28/2024

Notes:

10/14/23 As word of mouth is the ultimate recruitment tool, we will utilize social media to highlight our positive school culture, in order to attract high quality teachers. Repairing the reputation of South View Middle School is a priority if we hope to attract the best possible candidates for our students.

Shawn O'Connor,
Monica Robbins,
Eddie Ford

05/28/2024

Notes:

10/19/22 Teaching staff will be recognized monthly for performance in classrooms, perfect attendance, or innovation in the classroom as it relates to technology, rigor, engagement, classroom management, or instruction. Each month we will recognize one Career Teacher, one Beginning Teacher and one support staff for their dedication to our students.

Tonja Vaughan

05/30/2026

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	No Development 10/02/2023		
<i>How it will look when fully met:</i>		After reviewing the critical needs assessment, teacher working conditions survey and all academic assessment data, the SIT will allocate resources consistent with our instructional and cultural school goals. All expenditures will represent the priorities established by the SIT in the current school improvement plan.		Shawn O'Connor	05/31/2024
Actions			0 of 2 (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>					
	10/13/23	The Principal will review the budget with the SIT four times a year to ensure alignment with our current goals and implementation efforts in the indicators of the current SIP.		Shawn O'Connor	05/28/2024
<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>		<p>The use of the connect- ed call system in which share upcoming events and happenings at South View Middle School.</p> <p>The use of our social media to showcase academic support and events as related to academic events.</p> <p>Teachers communicate with parents via phone or email to share academic updates in regards to individual students.</p> <p>Our plan is to have at least one parent/family event each month. (September was Chick-Fil-A Night, October is Curriculum Night)</p>	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		When fully implemented, we will build a positive family, home and community relationship with the focus of student academic achievement. We will have an increase in parental involvement in the Parent Teacher Association and volunteers within the building.		Betty Hagan	05/30/2026
<i>Actions</i>			0 of 3 (0%)		
	10/14/23	Our Parent Facilitator will host events that provide support to parents such as Data and Dinner nights which allows parents to gain an understanding of their child's data, what the data represent and how to assist the student at home.		Betty Hagan	05/01/2024
<i>Notes:</i>					
	10/14/23	Mr. O'Connor will host coffee with the Principal Forums in which parents can come in and chat with the principal about curriculum and support that students need at home, as well as any ideas for helping improve the family experience at SVMS.		Shawn O'Connor	05/28/2024
<i>Notes:</i>					

10/14/23 The staff of SVMS will create a welcoming environment for parents where they are treated as partners in their child's education. By communicating through conferences, phone calls and other apps, parents will be included in the academic process. We will host at least one community night each month in order to create connections with our families outside of the school building.

Betty Hagan

05/28/2024

Notes: