

Comprehensive Progress Report

**Mission:** Spring Lake Middle School Mission: Our mission at SLMS is to provide a safe, orderly, and caring environment that makes high academic achievement a priority. SLMS will join with parents and our community to assist students in developing skills to become citizens who will succeed and contribute responsibly in a global society.

**Vision:** Our vision at SLMS is to create a collaborative educational environment that is innovative with a commitment to excellence that will empower our students to become lifelong learners and leaders.

**Goals:**

By May 2024, schoolwide student proficiency on the NC End of Grade Test for Mathematics will increase from 28.8% to 33%. By May 2024, schoolwide student proficiency on the NC End of Grade Test for ELA will increase from 36.3% to 40%.

By May of 2024 we will decrease the amount of instructional days lost from short term suspensions by at least 400.

SLMS will increase the SWD overall achievement on EOG's by 5% to move it to 11% by May of 2024.



|  |     |  |  |                       |             |             |
|--|-----|--|--|-----------------------|-------------|-------------|
| ! = 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 |

|                                   |  |   |  |  |
|-----------------------------------|--|---|--|--|
| <p><b>Initial Assessment:</b></p> | <p>Spring Lake Middle School is a PBIS school. During the 2020-21 school year, our school-wide PBIS was revamped virtually and transitioned into full implementation in person during the 2021-22 school year. In the past teachers received PBIS training, but did not fully implement the program sitewide. Currently, at Spring Lake Middle School some teachers utilize effective classroom management strategies on a consistent basis and reinforce positive behaviors while connecting with their students on a personal level. This year, staff members are implementing "non-negotiables" campus-wide and employing the PBIS Rewards electronic platform to acknowledge/compliment the positive behaviors student exhibit on a daily basis. Clear procedures for the student disciplinary referral process have been established and they are expected to be documented in the ABE database consistently. Based on discipline data and staff survey results respect, responsibility, and safety were chosen as the top character traits to focus on growth as it relates to student behavior.</p> | <p>Limited Development<br/>10/12/2022</p> |  |  |
|-----------------------------------|--|---|--|--|

|   | Priority Score: 3  | Opportunity Score: 2 | Index Score: 6      |                       |            |
|---|--|----------------------|---------------------|-----------------------|------------|
| <b>How it will look when fully met:</b>   | When the objective is fully met, data will show that the implementation of school-wide effective classroom management will result in a decrease in student misbehavior/classroom disruptions by at least 10%, which positively impacts instruction. All staff members demonstrate buy-in, participation, and full implementation of the PBIS program on a consistent basis. Staff members utilize effective management strategies to help decrease disruptive incidents in classrooms. Student engagement increases as students become aware of behavioral triggers and accept responsibility for their individual behavior, thus choosing better outcomes for themselves. Parents are actively engaged in volunteering inside the school, increase attendance at parent conferences/events by 25%, and feel welcomed within our school environment. |                      |                     | Nikkia Hayden         | 05/24/2024 |
| <b>Actions</b>  |  |                      | <b>1 of 4 (25%)</b> |                       |            |
| 10/12/22  | Staff members will receive annual PBIS training.   |                      | Complete 09/08/2023 | Robin PolancoDelaRosa | 09/08/2023 |
| Notes: 8/24/2023<br>Staff members received annual PBIS training, including school-wide PBIS matrix updates.<br>10/2/2023<br>No additional training for staff. PBIS slide show demonstrated during celebration for students and staff. |  |                      |                     |                       |            |
| 9/12/23   | Once grade-level teams meet and discuss student academic, behavior, attendance, and SEL data on a weekly basis, data will be shared with our student support services team in order to better coordinate an effort to improve academics and mental health for our students.  |                      |                     | LaTeshia Bellamy      | 05/10/2024 |

Notes: 9/12/23

Our grade level counselors have met with all grade levels. MTSS has started and students who were at risk have been identified for academics and behavior interventions.

10/3/23

The mentor group will have their first meeting on October 16th. Peer to Peer program is in the making for 8th graders. Day long training with support staff. Stress level study will be initiated with Be Calm Development Project.

11/16/23- Counselors have started meeting with students who have high discipline referrals. SPARC have been meeting with students on Tuesday and Thursday.

10/12/22 All staff will use the SLMS PBIS Rewards Program components to reinforce the positive behavior expectations established this school year. (Budgeted funds will be used to purchase PBIS incentives)

Robin  
PolancoDelaRosa

05/24/2024

Notes: 10/10/22

Staff members were updated on the implementation of the PBIS Rewards QR Code cards. Staff members were provided with their cards and shared the date of student card delivery. Each staff member has been entered into the database and has been provided directions on how to upload the PBIS Rewards App. The expectation is that all staff members will pass out Bronco points to reward student positive behaviors.

Staff were also rewarded for their ongoing participation in school improvement. The implementation of Wellness Wednesday provided the staff with the opportunity to enjoy healthy fruits and snacks every other week.

1/11/25, 1/25/23, 2/14/23, 3/8/2023 Wellness Wednesday 2.0 was implemented as a result of the teams effort to support a positive school culture.

4/3/23

Wellness Wednesday 2.0 was implemented and will be done throughout the remainder of the school year. "Orange you're glad testing is over!" was a celebration of the 3rd benchmark being completed during our last Wellness Wednesday.

11/7/22

-Fundraisers with three community restaurants have implemented.

iHop in Nov. 2022, Sweet Frog in Dec. 2022, Arby's Jan. 2023, and Fayetteville Marksmen in Mar. 2023 are being established.

-Holiday Grams are being sold to students/staff who would like to send positive message to friend for \$1 Nov./Dec.

-Student rewards for the month of November to reward positive behavior until student store is fully established

-Teacher rewards are in and being prepared to issue

-80 students were awarded for 1st quarter PBIS rewards, 12 teachers received PBIS rewards for rewarding at least 100 points

12/05/22

-Fundraisers with three community restaurants have implemented. iHop in Jan. 2022, Sweet Frog in Feb 2022, Arby's March 2023, and Fayetteville Marksmen in Mar. 2023 are being established.

PBIS Card have been given to students and are being scanned for rewards.

Holiday Grams are on sale until December 9th and will be distributed December 18th-20th.

1/09/23

Holiday Grams was a successful and raised about \$130.

Awaiting Tax ID number for upcoming events: Fundraisers with three community restaurants have implemented. IHop in Jan. 2023, Sweet Frog in Feb 2023, Arby's March 2023, and Fayetteville Marksmen in Mar. 2023 are being established.

02/06/2023

The IHOP spirit night is from 4-9, 9 Feb. We need admin to announce this date in the morning, send an all call-text, and at the game Thursday. IHOP was pushed to February due to the tax id number delay, Arby's has been taken off the list and Sweet Frog will be scheduled during a Softball/baseball game in March or April. We will try to get the Sweet Frog truck to be present at the game.

03/06/2023

IHOP Night generated \$174.00 for PBIS. Some of our PBIS materials for the school store were received and the first round of incentives were distributed. PBIS team has initiated daily challenges to staff members to increase PBIS reward points for students. Sweet Frog night is scheduled for April 27th at 4-530pm.

4/3/23

-Sweet Frog truck is coming on April 27th 4:00-6:30pm for our school-wide fundraiser

-Lt. Prince will bring the Spring Lake Fire Department Rescue Truck for the community to tour during the fundraising event

5/1/23

\*Sweet Frog truck and Fire department event was cancelled.

\*PBIS Gameday will be on May19th.

6/2/23

Last delivery of PBIS awards was May 23rd.

End of the year celebration was a success.

9/12- PBIS Kickoff Dance will be Friday September 22, during elective classes to introduce our Positive Behavior program and to serve as a motivator for good behaviors. This is directly attached to SIP.

We will have a December staff event to increase morale.

We will have a Sunshine Club to support the staff as well.

Student vs Staff Game & Pep Rally scheduled for December 15.

1st Semester Academic Awards Ceremony, January 19.

May 22 will be the end of year Success Assembly for 6th & 7th Grade.

8th Grade exit ceremony will be May 23.

All PBIS badges were given out for students. This will allow staff members to scan the badges and reward students with positive behaviors.

|   |   |            |              |            |
|---|---|------------|--------------|------------|
|   | <p>10/3/23<br/>PBIS dance was conducted on September 22nd to promote the program components to reinforce positive behavior. Staff is ongoing daily with awarding PBIS points to students.</p> <p>11/16/23- Students have purchased items from the PBIS store and those items were delivered by the PBIS team.</p> |            |              |            |
| 9/12/23   | Check the Hoonuit Unified Insights Dashboard Weekly in ILT meetings to track RJC and OSS short term suspensions to keep track of data so we can lower our Instructional Days loss from discipline infractions.  |            | Elijah Davis | 05/24/2024 |
| <p><i>Notes:</i> 9/12/23<br/>We have checked discipline data from 22-23 and we are lower in our suspensions currently for the 23-24 school year compared to this time last year.</p> <p>10/02/23<br/>Data is being reviewed constantly to review discipline at SLMS. Admin has been looking at trends from last year to this year and data shows discipline is lower compared to 22-23 year.</p> <p>11/16/23- A Grade Level Discipline Challenge has been initiated by the PBIS Team to help with discipline infractions. RJC &amp; OSS days are being used as the measure for the challenge.</p> |   |            |              |            |
| <b>Implementation:</b>  |   | 07/25/2023 |              |            |
| <b>Evidence</b>   | 7/25/2023   |            |              |            |
| <b>Experience</b>   | 7/25/2023   |            |              |            |
| <b>Sustainability</b>   | 7/25/2023   |            |              |            |

| 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:              |          |       | Some teachers participate in Content on Demand sessions. Several data dig sessions took place last school year following quarterly benchmark assessments.  | Limited Development<br>10/14/2022 |                 |             |
| How it will look when fully met: |          |       | Teachers will develop skills that allow them to differentiate lessons for the benefit of students. Teachers will collaborate, develop differentiated lessons, and deliver strategic lessons based on current assessment data results. As needed, teachers will co-teach with one another, visit each other's classrooms, and provide feedback based on walkthrough data results across vertical/grade-level teams. |                                   | Kuristan Monroe | 05/26/2024  |
| Actions                          |          |       |  | 3 of 6 (50%)                      |                 |             |
|                                  | 9/6/23   |       | To ensure that teachers have access to and use unit guide documents through Canvas, the instructional leadership team will explain and review with teachers the aligned CCS resources for instruction and will set clear expectations for its use.   | Complete 09/10/2023               | Royvell Godbolt | 09/11/2023  |
|                                  |          |       | Notes: All teachers were able to locate CCS Curriculum Resources. Teachers have set clear expectations for themselves and students. Milestone 1 is met.<br>9/11/23<br>Goal met!  |                                   |                 |             |
|                                  | 10/14/22 |       | Teachers will intentionally plan to focus on the beginning of the lesson and its purpose by communicating the learning target(s) with students, activating their prior knowledge in warm-ups, facilitating student grappling opportunities, and building classroom community<br>Target Date for completion: October 10, 2023   | Complete 10/10/2023               | Kuristan Monroe | 10/10/2023  |



Notes: 9/12/23

We have started Success Maker during Homeroom. Mon, Wed, Friday is for math. Tuesday and Thursday is ELA. The goal is to have students out of Initial Placement October 31 for both contents.

10/2/23

Teachers are at 50% with lesson planning and learning targets at this current time. District has changed the date of the I.P.

10/9/23

Teachers have been able to focus on the lesson opening and they understand the effectiveness of reminding students of prior learning as they introduce learning targets with students. Teachers are facilitating learning and allowing students to grapple with the learning. Our teachers are building relationships in the classroom and it is evident by the nurturing environment.

This action has been met!

8/21/23 The Instructional Leadership Teams academic focus of our walk-throughs and lesson plan checks will be to ensure that every teacher is delivering Standards Aligned Instruction utilizing CCS curriculum resources.

Complete 10/31/2023

Kuristan Monroe

10/31/2023

Notes: 8/24 Leadership team has already set in place a time for walk-throughs. Teachers have been informed of necessary resources.

10/2/23

Leadership has sent out an emails biweekly notifying what Admin will be looking for during Walk Throughs.

10/23/23

SLMS teachers and staff have really bought in to the goals of our SIP and Mission and vision. Teachers are getting lesson plans in early so that the Instructional Leadership Team can provide feedback and check for Standards Aligned lessons with CCS curriculum resources. We realized that instruction cannot be standards aligned if the lesson plans are not aligned with the standards. We have been proactive to ensure that teachers are even including the appropriate depth of knowledge questions, and the rigor needed to prepare our students for grade level work and standards aligned instruction.

This goal has been met early.

7/25/23 During weekly PLCs, teachers will determine what students need to know and do by unpacking standards using the NCDPI NCSCOS documents (unpacking/clarification docs) and analyzing the learning targets.

Elijah Davis

12/19/2023

*Notes:* 9/12/23

We are on Milestone 2 Unpacking the Standards on our Standards Aligned Instruction Roadmap.

10/2/23

We are on Milestone 3 Unpacking the Standards on our Standards Aligned Instruction Roadmap.

11/16/23- Teachers are consistently uploading Lesson Plans that are within the pace and scope of their subject. The work is on grade level, standards aligned, and high yield instructional strategies are being used. As a school we are on Milestone 6 which focuses on whole group instruction.

7/25/23 The Instructional Leadership Team will provide support during PLC meetings by modeling the unpacking of instructional standards to identify vocabulary, student struggles, and desired outcomes to increase differentiated instructional practices.

LaTeshia Bellamy

05/24/2024

*Notes:* 9/12/23

Every Wednesday the Admin team is working directly with teachers to share what they have seen during the week leading up to the meeting. Instructional practices are discussed.

10/2/23

We talk biweekly and share about instructional practices.

11/16/23- The Instructional Leadership team has analyzed lesson plans to look for guiding questions, scaffolding, and appropriate additional task with higher order thinking evident before PLC's to drive instruction.

9/6/23 During PLCs, teachers will plan their lessons and focus on the task portion of the lesson and student engagement by identifying opportunities for student feedback. Teachers will incorporate at least one high-yield strategy into their lesson each day.

Santrell Morgan-Green

05/24/2024

*Notes:* 9/12/23

Teachers are getting support every Tuesday and Thursday from IC's to ensure that lessons are aligned and we are meeting learning targets. Pacing guides are helping teachers stay on target as for lessons and assessments.

10/2/23

Math, ELA, and 8th grade Science department meeting's are focusing on building capacity for instruction.

11/16/23- Teachers are consistently utilizing High Yield Instructional Strategies in their classrooms and it can be seen in the Lesson Plans and during iRounds daily visits.

| 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 |
| Initial Assessment:              |     |  | While we had a tiered instructional system in place that allowed growth in ELA as measured by on EOG results, it was not implemented with fidelity by ALL staff based on data received from Mastery Connect. According to the TWC survey, we determined teachers need additional professional development in differentiated instruction. Based on our SuccessMaker and EOG data results, a high percentage of our students are still below grade level in reading. | Limited Development<br>10/14/2022 |                 |             |
| How it will look when fully met: |     |  | Teachers will show growth in Standard IV as evidenced by their end-of-year observations and teacher portfolios. Students will show growth as evidenced by Mastery Connect, Student Data Portfolios, and EOG Scores.  |                                   | Nikkia Hayden   | 05/26/2025  |
| Actions                          |     |  |  | 0 of 1 (0%)                       |                 |             |
| 10/14/22                         |     | Teachers will give a BOY (Beginning of the Year) assessments and meet to disaggregate data bi-weekly utilizing Hoonuit platform during weekly PLC meetings throughout the school year. |  |                                   | Sharley Ditmore | 05/26/2025  |
| Notes:                           |     |  |  |                                   |                 |             |

|                                  | KEY | A4.06    | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)   | Implementation Status             | Assigned To       | Target Date |
|----------------------------------|-----|----------|---|-----------------------------------|-------------------|-------------|
| Initial Assessment:              |     |          | While our school implemented the Scholar Chip: ABE (Alternative Behavior Educator) in year past as a documentation tool, the instructional piece was not used with fidelity. We are also identified as a PBIS school; however, due to a lack of training among the staff, the program was implemented efficiently to change student behaviors.  | Limited Development<br>10/14/2022 |                   |             |
| How it will look when fully met: |     |          | All teachers are trained annually on how to use the Positive Behavior Intervention and Support system to reward students who are appropriately displaying emotions through their school-acceptable behaviors. All teachers will be trained on how to use the ABE behavioral platform to consistently document and track student behaviors. Students will be supported throughout the school year based on their individual needs by utilizing the MTSS process. Through the use of modules in ABE and the incentives offered as part PBIS, our students will have a better understanding of how to control their behaviors based on their emotions. |                                   | Charles Williams  | 05/22/2026  |
| Actions                          |     |          |   | 0 of 1 (0%)                       |                   |             |
|                                  |     | 10/14/22 | The MTSS team will use PBIS data results, Office Discipline Referrals, and ABE data to drive decision-making regarding best practices and processes for student Social Emotional Learning (SEL).  |                                   | Charlene McLaurin | 05/22/2026  |
| 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 |
|---|-----|----------|--|-----------------------------------|------------------|-------------|
| <i>Initial Assessment:</i>              |     |          | Student portfolio talks are scheduled for students this school year. Each 6th-8th grade student has been provided a data folder to house ELA, Math, and 8th Science academic assessment data. There is a plan to have students track their own academic progress throughout the school year utilizing Mastery Connect, Quarterly Benchmark, and SuccessMaker data results. Student portfolios will continue to be created throughout the entire school year. One-on-one conferencing with students is scheduled to take place once a semester. | Limited Development<br>10/14/2022 |                  |             |
| <i>How it will look when fully met:</i> |     |          | Core teachers will meet with their students to review student data results quarterly. Attendance, behavior, academics, EOG, Mastery Connect, SuccessMaker, and EVAAS data results will be reviewed with the students. If it is determined that a student has a need, a referral will be made to the appropriate committee/team. Students will be able to discuss their progress and future aspirations after leaving the middle school setting.  |                                   | Patrina Davis    | 05/26/2025  |
| <i>Actions</i>                          |     |          |  | 0 of 1 (0%)                       |                  |             |
|   |     | 10/14/22 | Each grade level team will meet with students and conduct individualized student portfolio review conversations.   |                                   | Charles Williams | 05/26/2025  |
| <i>Notes:</i>                           |     |          |  |                                   |                  |             |

| 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 |
| Initial Assessment:              |          |       | Currently, our Leadership Team, consisting of the Principal, other administrators, Instructional Coaches, and teachers who lead the instructional teams meets once a month to review the implementation of effective High Yield Instructional Strategies practices. | Limited Development<br>10/14/2022 |                       |             |
| How it will look when fully met: |          |       | We will increase the meetings of our leadership team so that we can more closely monitor our implementation of Standards Aligned Instruction focusing on the task to ensure students are deeply engaged to decrease unwanted behaviors.                             |                                   | LaTeshia Bellamy      | 05/24/2024  |
| Actions                          |          |       |   | 0 of 3 (0%)                       |                       |             |
|                                  | 10/14/22 |       | During learning walks observe and provide feedback on the use of student engagement as related to student discipline and possible misconceptions. With the goal of decreasing classroom actions as measured by the Alternative Behavior Educator (ABE).             |                                   | LaTeshia Bellamy      | 05/24/2024  |
| Notes:                           |          |       |   |                                   |                       |             |
|                                  | 9/6/23   |       | The MTSS team will use PBIS data results, Office Discipline Referrals, and ABE data to drive decision-making regarding best practices and processes for student Social Emotional Learning (SEL).  |                                   | Elijah Davis          | 05/24/2024  |
| Notes:                           |          |       |   |                                   |                       |             |
|                                  | 9/6/23   |       | We will decrease discipline referrals and classroom actions by utilizing the PBIS Task Force to recognize and reward positive behaviors monthly and quarterly.  |                                   | Robin PolancoDelaRosa | 05/24/2024  |
| Notes:                           |          |       |   |                                   |                       |             |

|   |            |              |  |                                   |                              |                    |
|---|------------|--------------|--|-----------------------------------|------------------------------|--------------------|
| <b>Core Function:</b>                   |            |              | <b>Dimension B - Leadership Capacity</b>   |                                   |                              |                    |
| <b>Effective Practice:</b>              |            |              | <b>Distributed leadership and collaboration</b>  |                                   |                              |                    |
|   | <b>KEY</b> | <b>B2.03</b> | <b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b>           | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |            |              | Grade-levels currently meet weekly to discuss grade-level action items, student discipline data, and student academic performance.   | Limited Development<br>10/14/2022 |                              |                    |
| <i>How it will look when fully met:</i> |            |              | Each grade level has an appointed department chair who will ensure that each department meets every third Monday for collaborative planning. Vertical team planning will assist with addressing vertically aligned instructional trends on our campus. |                                   | <b>Santrell Morgan-Green</b> | <b>05/23/2025</b>  |
| <b>Actions</b>                          |            |              |  | <b>0 of 1 (0%)</b>                |                              |                    |
|   | 10/14/22   |              | Departmental meetings take place once a month to disaggregate academic goals alignment data and plan to address any vertical gaps in student learning.   |                                   | Department Chairpersons      | 05/23/2025         |
| <i>Notes:</i>                           |            |              |  |                                   |                              |                    |

|                       |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|
| <b>Core Function:</b> |  |  | <b>Dimension B - Leadership Capacity</b> |  |  |  |
|-----------------------|--|--|--|--|--|--|

| 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>              |          |   | The previous administrators planned to conduct weekly walk-throughs and provide feedback using CCS iRounds and school-based feedback forms. However the team was not able to do this with fidelity.   | Limited Development<br>10/12/2022 |                       |             |
| <i>How it will look when fully met:</i> |          |   | Weekly walkthroughs will be conducted by the Leadership team. Assessment data in Mastery Connect, and teacher made assessments will be utilized for instructional decisions and student placement into small groups. Teachers will update data continually throughout the school year when new data results are available. Small group instruction will be implemented based upon data results. Teachers and Administrators will conference with students utilizing individualized student data notebooks, where students compile and track their own data results. Bubble kids will receive individualized instruction by classroom teachers and remediation teachers to increase their performance to at least mastery in ELA, Math, and 8th grade Science. Student achievement will increase by 5% for EOG Math Overall Achievement, 4% for EOG Reading Overall Achievement, and Students with Disabilities will increase by 3% Overall Achievement as measured by EOG assessment results. |                                   | Santrell Morgan-Green | 05/24/2024  |
| <b>Actions</b>                          |          |   |   | <b>0 of 4 (0%)</b>                |                       |             |
|   | 10/13/22 | The Principal will design a schedule for accountability that the instructional leadership team will follow weekly to monitor the instructional initiatives of SLMS. |   |                                   | Royvell Godbolt       | 12/22/2023  |



*Notes:* 8/24- A schedule has been created for Administration to follow weekly.  
 9/12- The admin team is following the schedule that the Principal has made and they are able to interact with the teachers daily because of it. Feedback is given immediately.  
 10/2/23  
 Admin meets every week to discuss the weekly activities and discuss the the week and devise a plan for the upcoming week.  
 11/16/23- The ILT team goes into classrooms together to complete iRounds weekly, and then they discuss the trends in order to monitor expectations.

9/6/23 Weekly leadership team meetings will focus on the progression of teachers implementing the expectations of the CCS Academic Roadmap and determining additional teacher supports (professional development, coaching cycles, etc.), and documenting and reviewing the coaching tracker each week.

LaTeshia Bellamy

04/01/2024

*Notes:* 9/12/23  
 As a leadership team we discuss common trends weekly and identify the strengths and areas of growth needed for teachers throughout the building.  
 10/2/23  
 Leadership team are continuing to check common trends weekly and identify the strengths and areas of growth needed throughout the building. Updating the data to assist teachers where needed.  
 11/16/23- Instructional Coaches and the CCS Curriculum Specialists continue to offer support to the teachers at SLMS to ensure that teachers are using data to drive instruction.

10/12/22 The Instructional Leadership Team will monitor lesson plans, conduct walkthroughs, and provide feedback to individual teachers with a focus on standards aligned instruction and high-yield instructional strategies.

Kuristan Monroe

05/24/2024

*Notes:* 11/7/22

- Leadership team walkthroughs are focused on the implementation of HYIS in daily lesson on our campus.
- Walkthroughs are being performed weekly
- Instructional Coaches are modeling HYIS during PLCs
- Teacher are modeling HYIS during PLCs and getting feedback from peers

01/09/23

Administrators will continue IRounds with coaches in the upcoming months.

Mid-Year PDP due by February 17th.

02/06/2023

Mid year summative evaluations for PASE schools have been completed. Administrators will continue to complete iRounds.

03/06/2023

Administrators are conducting daily IRounds and general observations. Staff members received email feedback. Walk-throughs focus on HYIS and curriculum alignment. Mid-year PDP's were reviewed, submitted, and completed.

4/3/23

Administrators are conducting daily iRounds and general observations. Staff members received email feedback. Walk-throughs focus on HYIS and curriculum alignment. Mid-year PDP's were reviewed, submitted, and completed.

5/1/23

Finalizing observations are being done by administrators.

6/2/2023

Administration completed summary evaluation for classified and certified staff.

End of year PDPs were completed and feedback was given for professional growth for the 2023/2024 school year.

8/24 - Administration staff are informed and set to cover their designated area.

|          |  |  |                 |            |
|----------|--|--|-----------------|------------|
|          | <p>9/12<br/>The IL Team reviews lesson plans each Friday. We look to make sure the standards are aligned with the pacing.</p> <p>10/2/23<br/>Staff is at 50% with turning in lesson plans in and or on time.</p> <p>11/16/23- Staff has moved up to 90% of teachers turning in lesson plans on time, with all the requirements completed and with fidelity.</p>  |  |                 |            |
| 10/12/22 | During learning walks, the instructional leadership team will observe for PLC facilitation and provide feedback on the use of student engagement as related to the focus standard of the lesson by using the iRounds document.   |  | Kuristan Monroe | 05/24/2024 |
|          | <p><i>Notes:</i> 8/24 - SLMS will continue to utilize PLC's and teachers will receive support.</p> <p>9/12<br/>On Tuesdays at the beginning of our PLC's the Instructional Coaches give teachers feedback from learning walks. The admin team gives the teachers feedback in the format of glows and grows from iRounds.</p> <p>10/2/23<br/>Implementing and having student led engagement.</p> <p>11/16/23- During PLC's the IC's have given teachers action items to execute in their classrooms and they are being observed during walk throughs. Teachers are growing as classroom leaders and utilizing mastery connect data to create small groups. Standards that students have not grasped are being retaught to the whole group when appropriate.</p> |  |                 |            |

| 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 |

|   |   |                                   |              |            |
|---|---|-----------------------------------|--------------|------------|
| <b>Initial Assessment:</b>              | Teachers, Instructional Coaches, and Administrators meet weekly to disaggregate the most recent assessment data results. Teachers are expected to bring current student data, supplies, and resources needed to help support changes in their instructional presentation. Students who are within an identified range (Bubble Kids) of mastering of grade-level standards, have been identified. Vinyl folders/composition notebooks have been provided to each core teacher in preparation for student data notebook implementation in grades 6-8 Math, ELA, and Science classrooms.   | Limited Development<br>10/13/2022 |              |            |
| <b>How it will look when fully met:</b> | <p>When this objective is fully met, the SLMS Instructional Leadership Team will look at performance data (Mastery Connect, EOG/EOC, Quarterly Benchmarks, attendance, discipline data, etc.) and aggregated classroom observation data (observations, walk-throughs) bi-monthly to make decisions about school improvement and professional development needs by prioritizing needs that are having the biggest impact. Mastery Connect will be utilized to measure student growth throughout the school year. Teachers utilize the updated assessment data to plan effective lessons that meet the individual needs of each student. Task Force Teams utilize ongoing assessment data results to conduct needs assessments and planning documents to more effectively identify and address site-wide ongoing problems as well as to monitor School Improvement Plan goals. Student proficiency goals will increase and our SIP goals will be achieved more efficiently as evidenced by the SIP in IndiStar, the Task Force meeting minutes, and an improvement in EOG/EOC assessment results.</p> <p>11/7/22</p> <ul style="list-style-type: none"> <li>-Our master schedule reflects weekly PLC meeting by grade level, current assessment results were released on 11/3/22</li> <li>-Our first school-wide Data Dig is scheduled on Nov. 15, 2022, district Instructional Leadership Team will be in attendance</li> <li>-Title II funds were utilized to sponsor two School Counselors attendance at a statewide conference Nov. 4-7, 2022</li> <li>-Our student services team surveyed teachers and disaggregated student behavior referral data to formulate small groups in the areas of</li> </ul> |                                   | Elijah Davis | 05/23/2025 |

behavior management, SEL, environment, and academics; as a result, small group sessions began the week of Oct. 31st

12/05/22

-Next benchmark window is Jan 12-19 and Make up days Jan 20-23.

-Tentative Data Dive date is Feb 7th where school data will be disaggregated during PLC's.

-Data wall is currently in progress and should be completed by next data dive.

01/09/23

Next benchmark window is Jan 12-19 and Make up days Jan 20-23.

Tentative Data Dive date is Feb 7th where school data will be disaggregated during PLC's.

Data wall is currently in progress and should be completed by next data dive.

Coaches will attend their monthly county training on Feb 12th. Coaches will bring back any updates to the SLMS.

**02/06/2023**

Data Dives will be conducted regarding benchmark data for Math and ELA with teachers along with instructional coaches and district support on February 7th and February 9th, 2023.

ELA teachers conducted their 2nd learning walks in 6th through 8th grade ELA classrooms on January 24th, 2023. ELA teachers also held department training on Wednesday, February 1st, 2023.

03/06/2023

Second data dive was successful. Instructional leadership team attended PD sessions on February 23rd & March 2nd resulting in the final implementation of grade level remediation and finalizing virtual tutoring schedule.

4/3/23

|   |  |                    |                 |            |
|---|--|--------------------|-----------------|------------|
| <p>-Our next data dive is scheduled to take place on April 20th. Small group remediation groups are being implemented during homeroom to focus on strategically supporting our "Bubble" students in 6th-8th grade as they strive to achieve academic growth in ELA and Math.</p> <p>5/1/23</p> <p>Data Dive 3 was implemented on April 20th/21st with ELA and Math teachers. Small group remediation has been revised based on benchmark 3 data and is currently ongoing. Elective teachers and instructional coaches are meeting weekly. ELA and Math teachers are doing remediation within the classroom supported by CCS resources.</p> <p>6/2/23</p> <p>EOGs were completed the week of May 15th - 19th. Remediation plan was implemented based on EOG results. 74 students came to retake on May 31st- June 1st.</p> |  |                    |                 |            |
| <b>Actions</b>  |  | <b>0 of 2 (0%)</b> |                 |            |
| 10/14/22  | Professional Learning Communities (PLCs) will meet weekly to discuss and analyze data. In addition the SIT team will discuss and analyze data monthly. |                    | Kuristan Monroe | 05/23/2025 |
| <p><i>Notes:</i> 11/7/22</p> <p>-Our master schedule reflects weekly PLC meeting by grade level, current assessment results were released on 11/3/22</p> <p>-Our first school-wide Data Dig is scheduled on Nov. 15, 2022, district Instructional Leadership Team will be in attendance</p> <p>-Title II funds were utilized to sponsor two School Counselors attendance at a statewide conference Nov. 4-7, 2022</p> <p>-Our student services team surveyed teachers and disaggregated student behavior referral data to formulate small groups in the areas of behavior management, SEL, environment, and academics; as a result, small group sessions began the week of Oct. 31st</p> <p>12/05/22</p> <p>-Next benchmark window is Jan 12-19 and Make up days Jan 20-23.</p>   |  |                    |                 |            |

-Tentative Data Dive date is Feb 7th where school data will be disaggregated during PLC's.

-Data wall is currently in progress and should be completed by next data dive.

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4/3/23

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5/1/23

Data Dive 3 was implemented on April 20th/21st with ELA and Math teachers. Small group remediation has been revised based on benchmark 3 data and is currently ongoing. Elective teachers and instructional coaches are meeting weekly. ELA and Math teachers are doing remediation within the classroom supported by CCS resources.

6/2/23

EOGs were completed the week of May 15th - 19th. Remediation plan was implemented based on EOG results. 74 students came to retake on May 31st- June 1st.

|  |   |  |                       |            |
|--|---|--|-----------------------|------------|
|  | 8/24 - Discipline data, EOC, Attendance, Sub-Groups (Demographics), Comprehension Needs Assessment Data was shared with SLMS staff.   |  |                       |            |
| 10/14/22   | Once grade-level teams meet and discuss student academic, behavior, attendance, and SEL data on a weekly basis, data will be shared with our student support services team in order to better coordinate an effort to improve academics and mental health for our students. |  | Robin PolancoDelaRosa | 05/23/2025 |
| <p><i>Notes: 01/09/23</i></p> <p>Next benchmark window is Jan 12-19 and Make up days Jan 20-23.</p> <p>Tentative Data Dive date is Feb 7th where school data will be disaggregated during PLC's.</p> <p>Data wall is currently in progress and should be completed by next data dive.</p> <p>Coaches will attend their monthly county training on Feb 12th. Coaches will bring back any updates to the SLMS.</p> |   |  |                       |            |



| 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<br>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. |                                   | Lashanda Carver-Moore | 05/31/2024  |
| <i>Actions</i>                          |   |  |  | 0 of 2 (0%)                       |                       |             |
|   | 12/1/23   | Within the 2023-24 school year, our school identified that we do not have enough certified teachers in each classroom, as a result, our school plans to mitigate this inequity by recruiting teachers to SLMS through social media, job fairs, CCS transfer list, word of mouth, and the CCS teacher assistant to teacher program. |  |                                   | Royvell Godbolt       | 05/03/2023  |
|   | <i>Notes:</i> 12/1/23<br>We have reached out to several people through social media alerting them to our current ELA vacancies. In addition our Principal regularly communicates with CCS officials when they have new candidates for hire. |  |  |                                   |                       |             |
|   | 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  |

*Notes:* 11/9/23- School Data Day was held and substitutes were paid for through Title II Professional Development funds. Teachers were able to look at benchmark and classroom student data and create remediation plans for small groups, reteaching, and look at ways to utilize university tutors even more effectively in each classroom.

11/16/23- School Improvement Team will discuss expenditures for the school. Data Day was held using Title II funds. 5 Parent engagement activities have taken place (6th Grade PTC, 8th Grade PTC, Math and Science Night, Title I Night, Open House) that required funds to be spent to provide snacks or food for parents and students. Instructional Supply funds were also spent to purchase items that teachers need for their classrooms.

12/1/23

During the last SIT meeting the team discussed the resource expenditures for the data day, the upcoming data day, and school instructional needs.

| Core Function:                   |     |  | Dimension E - Families and Community   |                                   |                    |             |
|----------------------------------|-----|--|--|-----------------------------------|--------------------|-------------|
| Effective Practice:              |     |  | Family Engagement  |                                   |                    |             |
|                                  | KEY | E1.06  | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)   | Implementation Status             | Assigned To        | Target Date |
| Initial Assessment:              |     |  | Currently, our school communicates with parents on a monthly basis and otherwise when the need arises. Based on our Teacher Working Conditions survey, community support and parental involvement are areas in need of growth for our school.  | Limited Development<br>10/14/2022 |                    |             |
| How it will look when fully met: |     |  | Once this indicator is met, the employment of a new parent facilitator will be obtained. Our parents will have a consistent open line of communication with the school. The parent facilitator will make sure that the school is regularly communicating with parents as well as giving parents an opportunity to become more involved in their student’s education. |                                   | Sabrina Wicker     | 05/26/2025  |
| Actions                          |     |  |  | 0 of 1 (0%)                       |                    |             |
| 10/14/22                         |     | Our parent facilitator will create and conduct Parent Universities to disseminate information to parents/community stakeholders. |  |                                   | Parent Facilitator | 05/26/2024  |
| Notes:                           |     |  |  |                                   |                    |             |