

Comprehensive Progress Report

Mission: GFMS Mission Statement: To work as a community of parents, teachers, students, and other key stakeholders to prepare students for high school by meeting the needs of all students through engaging rigorous instruction with relevant academic and social experiences.

Vision: Every student will be prepared for high school in a caring learning environment that supports creativity, responsibility, collaboration, and 21st century life skills.

Goals:

- Improve whole school student attendance rate from 92% in 2022 – 2023 to 94% in 2023-2024.
- Re-establish HOUSE model to improve the school culture and climate.
- Achieve EVAAS Growth Expectations by meeting growth in Reading, Math and Science.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | High expectations for all staff and students | | | |
| A1.04 | | ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Implement assessment system with Schoolnet, Star and Check INs to track student growth and identify instructional strengths / weaknesses to improve core and identify supplemental student needs for interventions.</p> <p>Goal for 2022 - 2023: Granite Falls Middle School will achieve EVAAS growth expectations in reading, math and science for the 2022 -2023 school year.</p> | Limited Development 10/18/2020 | | |
| | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | | During the 2022 -2023 school year GFMS will use data from Star reading & Star math to track student progress towards growth and proficiency. Check In testing, Study Island, Schoolnet, Math 180 and Lexia data will help monitor student growth. | Objective Met 04/14/23 | Chris Ackerman | 06/06/2023 |
| Actions | | | | | |
| 10/14/22 | Teachers will work with content specialists during the year to improve core teaching and better understand standards and testing specifications. | | Complete 04/14/2023 | Chris Ackerman | 06/02/2023 |
| <i>Notes:</i> | | | | | |
| 10/12/22 | Track grade level, team and individual student progress toward proficiency and growth. | | Complete 04/14/2023 | Chris Ackerman | 06/02/2023 |
| <i>Notes:</i> Tracking completed every 4-6 weeks. | | | | | |
| 10/14/22 | Teachers will use assessments in Lexia, Math 180, Star, Study Island and / or Schoolnet to track student progress through out the year. | | Complete 04/14/2023 | Chris Ackerman | 06/22/2023 |
| <i>Notes:</i> | | | | | |

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| | 10/14/22 | Teachers will set predictions for growth using EVAAS probability porjections and add 1 to each class. | Complete 04/14/2023 | Chris Ackerman | 11/30/2023 |
| | <i>Notes:</i> | | | | |
| | Implementation: | | 04/14/2023 | | |
| | Evidence | 6/1/2022. Training, scores, master schedule, grouping for interventions and intervention plan for last nine weeks grading period. | | | |
| | Experience | 6/1/2022 . Teachers received training from Mrs. Hayes on how to create Schoolnet tests. Teachers used multiple indicators to identify student intervention needs. As of 6/1 all testing are meeting or exceeding projections. | | | |
| | Sustainability | 6/1/2022 . Teachers need training on implementing appropriate interventions and tracking data especially for intensive students who may need an EC evaluation. | | | |
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedurs by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |

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| <p>Initial Assessment:</p> | <p>GFMS follows a PBIS model. Teachers positively teach students the school matrix, rules and expectations the first two weeks of school during intervention / sel times.</p> <p>Initial Assessment: The school has implemented school-wide expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. These expectations are incorporated in the school's behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year.</p> <p>A common behavior expectation plan is the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.</p> <p>During the summer of 2022 the Crisis Management Plan was updated and the consequences for discipline actions were updated and standardized across the middle school handbooks.</p> | <p>Full Implementation 10/11/2022</p> | | |
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| <p>Core Function:</p> | <p>Dimension A - Instructional Excellence and Alignment</p> | | | | |
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| <p>Effective Practice:</p> | <p>Curriculum and instructional alignment</p> | | | | |
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| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
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| <p>Initial Assessment:</p> | | | <p>Grade level teams follow county made pacing guides that ensure all NC SCOS standards are taught. .</p> | <p>Full Implementation 10/11/2022</p> | | |

| | A2.20 | All teachers use appropriate technological tools to enhance instruction.(5306) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | <p>During the 2021 - 2022 school year at least half of certified faculty will achieve Google Level 1 Certification.</p> <p>Two year goal is to get over 90% of all certified faculty to obtain Google Level 1 Certification.</p> <p>Faculty uses the Google platform to provide remote instructional opportunities for students. This has been a critical tool for teachers during the Covid pandemic. Google level 1 certification will ultimately improve remote instruction for students.</p> | | Limited Development 10/02/2021 | | |
| | Priority Score: 2 Opportunity Score: 2 | | Index Score: 4 | | |
| How it will look when fully met: | Over 90% of faculty will achieve google level 1 certification by the end of the 2022 -2023 school year. | | Objective Met 04/14/23 | Chris Ackerman | 06/06/2023 |
| Actions | | | | | |
| | 10/2/21 | Give resources for faculty to use to obtain Google Level 1 certifications. | Complete 12/30/2022 | administration | 10/30/2022 |
| | <i>Notes:</i> Anna Reynolds, and county leadership have published materials for faculty to use. | | | | |
| | 10/2/21 | Faculty will use this goal on their professional development plans for the 2021 - 2022 school year or the 2022 - 2023 school year. | Complete 05/31/2023 | administration | 10/30/2022 |
| | <i>Notes:</i> Faculty develop pdp at the beginning of each year. Over half the faculty are trying to complete this goal during the 2021 - 2022 school year. | | | | |
| | 10/2/21 | Faculty will take test to achieve Google Level I Certification. | Complete 04/14/2023 | Chris Ackerman | 06/06/2023 |
| | <i>Notes:</i> Once faculty has completed necessary training they will take Google Test. | | | | |
| Implementation: | | | 04/14/2023 | | |
| | Evidence | | 4/14/2023 | | |
| | Experience | | 4/14/2023 | | |

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| Sustainability | 4/14/2023 | | | | |
| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | | Data analysis and instructional planning | | | |
| | A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | <p>Goal: Implement an intervention system to provide supplemental and intensive instructional remediation for students identified as not achieving proficiency or growth in reading using Lexia and in math using Math 180.</p> <p>During the 2021 -2022 school year GFMS implemented Math 180 to help accomplish supplemental instruction for math.</p> | No Development 10/02/2021 | | | |
| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | Once complete faculty will have an assessment and intervention system in place to pull data from to identify students in need of intervention in both reading and math. | Objective Met 04/14/23 | Chris Ackerman | 06/06/2023 | |
| Actions | | | | | |
| 10/14/22 | Develop a master schedule that will give time for Lexia and Math 180 interventions. | Complete 08/30/2022 | Chris Ackerman | 08/30/2022 | |
| | <i>Notes:</i> Math 180 to be completed in 90 minute math block. Lexia to be completed during intervention times Monday Tuesday Thursday and Friday. | | | | |
| 10/14/22 | Develop rosters for Lexia and Math 180 based upon dianostic testing and previous scores on EOG tests. | Complete 09/30/2022 | Chris Ackerman | 09/30/2022 | |

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| <i>Notes:</i> Lexia test will be administered to all students. Rosters for Math 180 developed during summer. | | | | |
| 10/14/22 | Title I funds will be used to hire an interventionist to help with supplemental instruction/ | Complete 02/06/2023 | Marcia Kinley | 03/01/2023 |
| <i>Notes:</i> | | | | |
| 10/14/22 | Teachers will receive training and data meetings with Lexia representative. | Complete 04/14/2023 | Chris Ackerman | 06/02/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 04/14/2023 | | |
| Evidence | 6/1/2022. Data plan, test scores, emails and plans from PLC meeting. | | | |
| Experience | 6/1/2022. During PLC meetings throughout year administration and teachers have tracked student progress and then intervened to help with deficiencies. An intervention model was implemented through the master schedule and then students were grouped to provide instructional remediation. OE teachers helped during interventions to make student groups smaller. | | | |
| Sustainability | 6/1/2022. Keep master schedule. Continue to track data and modify instruction to meet student needs. All faculty have responsibility in helping. | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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> | | Several strategies had been used in an effort to address MTSS. Different grade levels assessed and followed various strategies with little consistency across the school. This year, we created a master schedule allowing for 40 minutes of academic time devoted to an individualized supplemental education plan for each student. Teachers are given common collaborative planning time at the beginning of each nine weeks to plan the specialized and individualized instruction. The overall core foundation planning is done during that time as well and includes increased rigor for all students throughout the school. We are currently in the second nine weeks of implementation, gathering data from universal screeners every 4 1/2 weeks and progress monitoring weekly. | Limited Development 11/30/2016 | | |
| | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| <i>How it will look when fully met:</i> | | School as a whole will meet growth in the positive during the 2019-2020 school year. | 09/30/19 | Chris Ackerman | 06/12/2020 |
| Actions | | | | | |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 09/30/2019 | | |

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| <p>Evidence</p> | <p>8/13/2018</p> <p>6/20/2017 Daily Class Schedule: https://docs.google.com/document/d/1iENxZtfCjRHu9Qwe6qoATaYFv2af8T7gQbtuzJPUnWs/edit?usp=sharing</p> <p>MTSS Faculty Shared Folder including lessons and leveled student groups: https://drive.google.com/drive/folders/0BxXjB31yDfeLMXBrQnVleUtrdnc?usp=sharing</p> | | | |
| <p>Experience</p> | <p>8/13/2018</p> <p>6/20/2017 The first quarter planning served well in organization for each of the quarters following the rest of the school year. By mid-year, the data reviewed provided indications of some growth indicated by students' groups performances on STAR and Schoolnet CFAs.</p> | | | |
| <p>Sustainability</p> | <p>8/13/2018</p> <p>6/20/2017 Continued organization of data and identification of target curriculum standards for each quarter is necessary to maintain this progress. Prior to school opening, August 2017, the data from EOG testing, NCFEs, and June 2017 STAR data should be organized to start the school year with leveled groups.</p> | | | |

| | A4.05 | ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | <p>Re-establish PBIS / House norms for social emotional learning.</p> <p>During the 2019 -2020 school year GFMS adopted the HOUSE program to help with PBIS. Due to Covid 19 several of the initiatives in House were not able to be used during the 2020 - 2021 school year and PBIS was not as effective.</p> <p>During the 2021 -2022 the faculty wished to re-establish the HOUSE program and PBIS to help improve student discipline, overall school climate, and social emotional learning.</p> <p>GFMS realized that the House program can not be completed due to the county expectations for supplemental interventions.</p> <p>The goal for 2022 - 2023 is to provide a modified PBIS program to support SEL instruction, club activities and organizational skills to improve academic performance.</p> | Limited Development 09/27/2021 | | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | <p>Once fully complete GFMS will use the HOUSE system and follow the PBIS model effectively to help improve student discipline, overall school climate, and social emotional learning.</p> <p>Students will be recognized for positive behaviors, receive social emotional instruction, complete as House groups, follow a matrix for negative behaviors earn rewards for following identified norms. .</p> | Objective Met 06/01/23 | Heath Dagenhart | 06/06/2022 | |
| Actions | | | | | |
| 10/7/21 | First two weeks of school train students on PBIS expectations. | Complete 09/14/2022 | Faculty | 09/06/2022 | |
| <i>Notes:</i> Schedule and activities developed and given to faculty. | | | | | |
| 10/7/21 | Plan activities for Wednesdays. | Complete 09/30/2022 | Leadership | 09/30/2022 | |

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| | | <i>Notes:</i> Grade level teams develop PBIS activities for Wednesdays intervention times. | | | |
| | 10/7/21 | Develop teacher matrix for faculty to use to track student behaviors / discipline, and positive officer referral document for faculty to use to recognize positive actions of students. | Complete 09/30/2021 | Leadership | 09/30/2022 |
| | | <i>Notes:</i> | | | |
| | 10/7/21 | Set schedule grade level PBIS activities and interventions. | Complete 09/30/2022 | Leadership | 09/30/2022 |
| | | <i>Notes:</i> Interventions Monday, Tuesday, Thursday and Friday. PBIS activities on Wednesdays. | | | |
| | 10/14/22 | Implement Educators Handbook program to track student discipline and positive office referrals | Complete 10/04/2022 | Faculty | 10/02/2022 |
| | | <i>Notes:</i> | | | |
| | 10/7/21 | Review behavioral expectations and discipline data and positive referrals. | Complete 06/01/2022 | faculty | 06/06/2023 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 06/01/2023 | | |
| | Evidence | 6/1/2023 | | | |
| | Experience | 6/1/2023 | | | |
| | Sustainability | 6/1/2023 | | | |
| 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 |

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| Initial Assessment: | | <p>Faculty teach SEL lessons monthly and attend student services management team meetings monthly to communicate and help develop strategies, supports and interventions for struggling students.</p> <p>Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker.</p> <p>Teachers effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.</p> | Full Implementation 10/11/2022 | | |
| 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 |

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| Initial Assessment: | <p>GFMS has built in support measures for students from grade to grade, and level to level:</p> <ul style="list-style-type: none"> • minute meetings with counselors • elementary 5th grade visits • elementary tours of GFMS • counselor scheduling for HS • orientation for elementary to middle school • orientation for middle school to high school • open house for parents | Full Implementation 10/11/2022 | | |
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| Core Function: | | Dimension B - Leadership Capacity | | | |
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| Effective Practice: | | Strategic planning, mission, and vision | | | |
| | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Cabinet. | Full Implementation 10/11/2022 | | | |
| 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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| <p>Initial Assessment:</p> | <p>Leadership team is elected every year with representation from administration, teaching teams, support staff, etc. PLC meeting schedule is as follows:</p> <p>Meeting Schedules:</p> <ul style="list-style-type: none"> • Grade Level / Technology PLC: First Wednesday during planning. • SSMT: Second Wednesday during planning. • Curriculum / Content: Once 9 week grading period (ER Days / planning days). • Leadership Team meetings: Third Wednesday after school. <p>o A school improvement team member would have two meetings after school a month.</p> <ul style="list-style-type: none"> • Faculty / School Improvement / PTA meeting: Fourth Wednesday after school. | <p>Full Implementation 10/11/2022</p> | | |
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| <p>Core Function:</p> | <p>Dimension B - Leadership Capacity</p> | | | | |
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| <p>Effective Practice:</p> | <p>Distributed leadership and collaboration</p> | | | | |
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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 |
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| <p>Initial Assessment:</p> | | | <p>GFMS master schedule is mainly comprised of 2 - 3 man teams with 90 minutes of daily planning. Faculty with administration develop yearly duty schedules for safety and athletics.</p> | <p>Full Implementation 10/11/2022</p> | | |

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| <p>Core Function:</p> | <p>Dimension B - Leadership Capacity</p> | | | | |
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| <p>Effective Practice:</p> | <p>Monitoring instruction in school</p> | | | | |
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| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | GFMS administration monitors instruction through testing, observations, and tracking data. Timely, clear, constructive feedback to teachers is completed during monthly PLC meetings. | Full Implementation 10/11/2022 | | |
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| Core Function: | Dimension C - Professional Capacity |
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| Effective Practice: | | Quality of professional development | | | |
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| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | SMART GOAL Specific: Upon full implementation, all of our staff at Granite Falls Middle School will work with a “whole-child” approach that includes academics, behaviors, social growth, physical health, mental/emotional health, and character development. Measurable: This will be measured by multiple data points to include the screening/progress monitoring (STAR Reading/Math) tests each nine weeks, the number of discipline referrals and the implementation of behavior goals school-wide. Attainable: Full implementation will be attainable as we are launching this extensive goal in phases over several years. Data for each phase will be analyzed by the staff for both fidelity of implementation and student outcomes. Phase 1, launched in 2016-17 will be evaluated throughout the process and ultimately will inform the actual implementation of Phase 2 to be launched in 2017-18. Relevant: Student outcomes - academics and behaviors in all school environments - is an essential demonstration of student performance, school safety and adolescent social development. In the role of the School Improvement Team, school leaders will work on a continuous improvement model - even as each phase is introduced. Time Bound: This goal will be evaluated every month by the PBIS team, the MTSS team, and administrators. At the end of the year, administrators and teacher leaders will evaluate all of the data points and make the necessary adjustments for the next phase. | Limited Development 11/22/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | School wide goal-80% of students in grades 6-8 will meet their AR goal each nine weeks. | Objective Met 10/27/17 | Courtney Wright | 06/12/2020 |
| Actions | | | | | |
| | 2/22/17 | The PBIS team will create the matrix for behavioral expectations for all students in the school. | Complete 05/02/2017 | Anthony Chucci | 04/27/2017 |

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| | <i>Notes:</i> All staff will have input into the behavioral expectations created. All staff will be trained on those expectations and prepared for implementation next year. | | | |
| 2/22/17 | The PBIS team will set up a core foundation instruction program for behavioral expectations for all students to implement in the 2017-18 school year. | Complete 08/21/2017 | PBIS Team | 09/29/2017 |
| | <i>Notes:</i> Using the three school norms: Be Kind -- To everyone... at all times... in all places; Be Respectful -- Of ourselves... of others... of property... of time; Be Willing -- To try... to try something new... to try harder... to try again; the PBIS team will provide lessons and timelines to teachers to instruct all students in the norms/behavioral expectations. Lessons are stored in shred folder: https://drive.google.com/drive/folders/0B4tMYrnkunGsclJTaGdZOVJRQ2s?usp=sharing | | | |
| 2/22/17 | Provide intensive instruction for students significantly below grade level/performance expectations. | Complete 06/09/2017 | All Teachers/Interventionists | 01/17/2018 |
| | <i>Notes:</i> Every nine weeks, any students struggling in screening/progress monitoring data (red) will be evaluated for potential intensive interventions. Teachers and/or interventionists will provide targeted and specific remedial instruction based on the individual students' needs. | | | |
| 10/27/17 | Utilize informational texts in supplemental instruction focusing on vocabulary acquisition. | Complete 06/15/2018 | Laurie Skates | 06/15/2018 |
| | <i>Notes:</i> Demon Den time - 40 min per day alternating math and language. | | | |
| 10/27/17 | Utilize electronic resources from Instructional Facilitators and Educational Programming Services (EPS) for core foundational instruction in all core subjects. | Complete 02/20/2019 | Karen White | 06/15/2019 |
| | <i>Notes:</i> Resources provided in google drive and in person. | | | |
| 10/27/17 | Teachers will lead planning time to create targeted and differentiated lessons for core foundational and supplemental instruction. They will use STAR Reading/Math data for screening into groups and for progress monitoring to change groups. Lessons and instructional strategies will be created by teachers based on school performance data, classroom assessment data, and district screening data. | Complete 02/20/2019 | Melissa Costin | 06/15/2019 |

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| | <i>Notes:</i> Teachers will be provided substitutes so that they can work as a grade level to plan lessons. These lessons will be used by all teachers to deliver the planned instruction to targeted groups based on screening data. The students' progress will be monitored and groups/instruction/interventions will be changed as needed. | | | |
| 1/15/19 | Teachers will collaboratively review data notebooks and other online data at least twice per month. | Complete 05/15/2019 | Melissa Costin | 06/15/2019 |
| | <i>Notes:</i> This data will be used to inform programming involving students, to plan effectively - intentionally - and raising rigor in the classroom, to plan/evaluate instructional strategies, and to plan appropriate interventions. | | | |
| 10/4/19 | AR training for all staff. | Complete 09/13/2019 | Braley Speagle | 09/13/2019 |
| | <i>Notes:</i> | | | |
| 10/4/19 | Teachers will complete Status of the Class every day and conference with students weekly on their reading progress. | Complete 10/31/2019 | All ELA Teachers | 10/31/2019 |
| | <i>Notes:</i> | | | |
| 10/4/19 | Team commitment to 105 minutes of DEAR time each week. | Complete 10/31/2019 | All Teachers | 10/31/2019 |
| | <i>Notes:</i> | | | |
| 12/4/19 | All ELA teachers will have students complete their AR log when they test. We met our goal with 81% of our students meeting their AR goal the first nine weeks, but we had many more who met the point goal, but not the percent correct. Utilizing the log will help teachers track students percent correct. This nine weeks we are focusing on quality not quantity. | Complete 01/23/2020 | Braley Speagle | 01/31/2020 |
| | <i>Notes:</i> | | | |
| 2/17/20 | For 3rd nine weeks all ELA teachers will use AR Data Logs. | Complete 04/01/2020 | Braley Speagle | 04/01/2020 |
| | <i>Notes:</i> | | | |
| Implementation: | | 10/27/2017 | | |
| Evidence | 10/27/2017 Teachers are provided substitutes quarterly to meet with administration, the math interventionist, and the instructional facilitator to evaluate and analyze student data. Goals continue to be set from the results of student performance and lessons/resources are created and provided for all teachers to use in the core foundational instruction in their classrooms. | | | |

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| Experience | 10/27/2017 We used previous school year data to determine deficient strands in language and math. Utilizing that information, we created core foundational goals in language and math. Vocabulary acquisition and fractions will be integrated into all subjects school-wide. | | | |
| Sustainability | 10/27/2017 PLC's must continue to meet quarterly to evaluate data and determine highest areas of need in language and math to integrate into all subjects school-wide. | | | |

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| Core Function: | Dimension C - Professional Capacity |
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| Effective Practice: | Talent recruitment and retention |
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| 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 |
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| <i>Initial Assessment:</i> | | <p>GFMS hires based upon allotments given by the county. Staff are evaluated according to NC Evaluation process. Teachers are recognized for accomplishments. Staff is replaced based upon hiring procedures.</p> <p>Faculty are involved in the interviewing / selection process.</p> | Full Implementation 10/11/2022 | | |

| Core Function: | | Dimension E - Families and Community | | | |
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| Effective Practice: | | Family Engagement | | | |
| E1.05 | | The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Goal: Improve parent communication and decrease parental complaints through: Positive office referrals, positive phone calls, weekly communications through web pages, Powerschool, published lesson plans, class syllabus, by following the prescribed actions on the minor behavioral infraction matrix, and by developing with parents academic improvement agreements for at- risk students. | Limited Development 10/14/2022 | | |
| | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | | Decrease in parental complaints to school or county leadership. | Objective Met 04/14/23 | Chris Ackerman | 06/06/2023 |
| Actions | | | | | |
| 10/14/22 | Teachers create / update web pages and post lesson plans with syllabus. | | Complete 09/15/2022 | Faculty | 09/15/2022 |
| <i>Notes:</i> | | | | | |
| 10/14/22 | Teachers complete postive phone calls to parents | | Complete 10/14/2022 | Faculty | 10/12/2022 |
| <i>Notes:</i> | | | | | |
| 10/14/22 | Teachers develop academic improvement agreements for at risk students. | | Complete 10/31/2022 | teams | 10/31/2022 |
| <i>Notes:</i> | | | | | |
| 10/14/22 | Administration communicates as needed with parent through phone calls and conferences to resolve issues as they arrive. | | Complete 04/14/2023 | administration | 06/02/2023 |
| <i>Notes:</i> | | | | | |
| 10/14/22 | Teacher post post lesson plans put grades in weekly for parents to have access to. | | Complete 04/14/2023 | Faculty | 06/02/2023 |
| <i>Notes:</i> | | | | | |
| 10/14/22 | Teachers refer students for discipline and postive office referrals throughout the year. Administration informs parents. | | Complete 04/14/2023 | Faculty | 06/02/2023 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 04/14/2023 | | |

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|----------------------------|--------------|---|-----------------------------------|--------------------|--------------------|
| <i>Evidence</i> | | 4/14/2023 | | | |
| <i>Experience</i> | | 4/14/2023 | | | |
| <i>Sustainability</i> | | 4/14/2023 | | | |
| 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>Activities for parent communication:</p> <ul style="list-style-type: none"> • Updated web pages • newsletters • teacher class syllabus • academic improvement agreements • parent conferences (student led) • Positive contacts • positive office referrals • PAC Nights (4) • Blackboard connect parent messages • PTA activities | Full Implementation 10/12/2022 | | |