

Comprehensive Progress Report

Mission: Mission Statement "Doing Right to Achieve Excellence"

Vision: Hudson Middle School's administrators, faculty, and staff are committed to working together to build a community of compassionate and committed 21st century learners. Our goal is to promote academic rigor that meets the developmental needs of all students and fosters a sense of personal responsibility, self-discipline, and self-worth.

Goals:

HMS will provide challenging, engaging, relevant instruction, and learning opportunities to meet the needs of all learners. To address proficiency, HMS will provide appropriate intervention through the MTSS process. For students who are above grade level, enrichment opportunities will be provided to maintain positive growth.

HMS will be a safe, secure, and welcoming environment for students, staff members, families, and the community.

Learning at HMS will occur in a positive, orderly, and innovative environment which supports the holistic social, emotional, and physical needs of our students.

Hudson Middle School will facilitate and expand opportunities for collaboration among school, families, and the community to support students and staff.



! = 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>Initial Assessment:</p>	<p>PBIS, posted classroom expectations, posted school expectations, Student Handbook review each semester, Ed Handbook</p> <p>All departments at HMS rated fully implemented Sept 22 - We have a fully functioning and regularly revisited and updated PBIS Program that has lessened referrals and increased time in class for students over the past 3+ years.</p> <p>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>Full Implementation 10/19/2022</p>		
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Identified curriculum leaders for core content areas.</p> <p>Established regular meeting schedules.</p>	Limited Development 10/22/2020		
<i>How it will look when fully met:</i>		<p>Instructional teams meet within grade levels and across grade levels to review strategies, content materials, and look for opportunities to incorporate best practices. Curriculum leaders lead bi-monthly meeting to ensure vertical content alignment, share district content related information, and act as content facilitators.</p> <p>Full implementation will be measured by bi-monthly meeting minutes, meeting materials, and staff feedback.</p>		Katie Elliott	12/31/2023
Actions			3 of 4 (75%)		
10/22/20		All teachers teaching the same grade will meet once or twice a month in order to review implementation of effective practice and student progress.	Complete 05/31/2022	Cheryl Hart	05/31/2022
		<i>Notes:</i> Meetings were held throughout the school year between SST and grade level teams in order to monitor student progress. Will continue during the 2022 - 2023 school year with refinements on the communication piece.			
6/7/21		Instructional teams will collaboratively develop materials for their standards-aligned learning activities and assessments. (Continued from 20 - 21)	Complete 04/28/2023	Katie Elliott	12/31/2022
		<i>Notes:</i> All teaching faculty completed a collaborative project and standards based unit in the spring of 2022. We feel we met these goals, but want to continue to expand upon them next year. Rubrics and pre-tests will be a focus			
10/22/20		Instructional teams will collaboratively develop materials for their standards-aligned learning activities and assessments.	Complete 04/28/2023	Jessica Epley	12/31/2022

Notes: All teaching faculty completed a collaborative project and standards based unit in the spring of 2022. We feel we met these goals, but want to continue to expand upon them next year.

10/22/20 All teachers teaching the same core subject area will meet once a month for discussions of effective practice, sharing of materials and resources, and to ensure vertical alignment of the curriculum.

Tara Hoyle

12/01/2023

Notes: The year started with these meetings but the PD in the spring inferred. How can we make this happen under our current schedule? How can we be creative?

A2.07

ALL teachers include vocabulary development as learning objectives. (5097)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Each teacher started the 2021 - 2022 school year with a word wall and is focusing on each unit's vocabulary. Teachers who teach two subject areas will get two word walls as soon as the Title 1 budget is available.

Limited Development
10/24/2021

How it will look when fully met:

Each teacher will use their word wall to highlight vocabulary, integrate it into each day, and as a visual reminder for students while they are working. Long term, teachers will work together to compile each unit's information so that the recreation does not have to happen annually.

Timothy Holland

12/31/2023

Actions

1 of 3 (33%)

10/24/21 Provide materials for this project.

Complete 12/01/2021

Katie Elliott

11/01/2021

Notes:

10/24/21 Compile vocab per each subject/grade level. Identify core words per each unit, great to know words, and the above grade level words. Assigned to curriculum leads

Jane Sims

12/31/2023

Notes: Was in effect for the 2021 - 2022 school year. Need to formalize and focus on it.

4/28/23 Teachers update and utilize vocabulary walls during instruction at least weekly.

Tara Hoyle

12/31/2023

Notes:

	A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers have access to specialists who assist with these processes and plans. Achievement gaps for students with disabilities and ELL will be addressed through strategies outlined below in action steps.	Limited Development 09/23/2019			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>All teachers will work with the appropriate specialists to provide differentiated instruction and assessment for each student.</p> <p>All teachers will be trained in differentiation techniques.</p> <p>Differentiation techniques will be a focus of teacher observation and evaluation.</p> <p>Achievement gaps for students with disabilities and ELL students will reduce by the percentage recommended by the federal government.</p>		Katie Elliott	12/31/2023	
<i>Actions</i>		7 of 10 (70%)			
10/15/19	All teachers will participate in differentiation training on an early release day for students. Teachers will be expected to demonstrate implementation of differentiation strategies within their instructional practices.	Complete 10/25/2019	Katie Elliott	11/01/2020	
<i>Notes:</i>					
11/27/19	Teachers will implement differentiation strategies in their lesson planning.	Complete 05/31/2021	Katie Elliott	01/01/2021	
<i>Notes:</i>	<p>Only thoughts on no were that W&W was hard to differentiate - I think that comes from a misconception on what differentiation is...</p> <p>Link to spreadsheet: https://docs.google.com/spreadsheets/d/1Ug1EPnpV9T4WANr5axj-FSMHnhjd1z8cz0pFjsVZnHE/edit?usp=sharing</p>				
10/22/20	All ELA teachers will implement the Wit & Wisdom program.	Complete 05/31/2021	Katie Elliott	05/31/2021	
<i>Notes:</i>					
10/25/21	Utilize Wit and Wisdom school wide to provide a rich variety of ELA methods, resources, and enrichment for all students.	Complete 12/31/2022	Jessica Epley	12/31/2022	

	<p><i>Notes:</i> Implemented in all grades, fidelity was highest in 6th grade this year and they have shown high growth. Will continue to refine implementation as more students come to HMS having had W&W in elementary school.</p>			
10/25/21	Utilize Math 180, Freckle, and Reflex to provide differentiated and research based math interventions for students.	Complete 12/31/2022	Laura Beck	12/31/2022
	<p><i>Notes:</i> We will continue to implement Math 180 as it has helped students show high growth this year. Implementation was spotty due to computer issues and lackluster training.</p>			
10/22/20	Staff will review best practices for EL students in conjunction with identifying and acquiring a program that will assist with communication with non-English speaking students and families.	Complete 08/31/2022	Katie Elliott	12/31/2022
	<p><i>Notes:</i> Use Talking Points and will continue to do so. William Romero came and spoke to subject area groups, but teachers feel they need more assistance in this area.</p> <p>Comments: EL students and regular classroom teachers need more attention from EL teacher.</p> <p>2021 - 2022 Update - we had consistent turnover on EL teaching positions. We still have not made gain in this area. The district has offered PD over the summer, but it is outside of teacher's contract period.</p>			
10/22/20	Provide additional training and one-on-one assistance to teachers on differentiating instruction and modifying learning opportunities for AIG students.	Complete 12/31/2022	Misty Key	12/31/2022
	<p><i>Notes:</i> Most teachers said this was met, but some want more co-teaching and to revisit the tiered instruction training. It needs to be a requirement and expectation - not all teachers are accepting this as required. Also, we need to analyze 2021 - 2022 EVAAS data for high groups to see progress made.</p>			
10/22/20	Providing additional training and one-on-one assistance to teachers on differentiating instruction and modifying learning opportunities for EC students.		Katie Elliott	12/31/2023

Notes: Most noted that Rosier helped with differentiation but that they need more training in this area.

2021 - 2022: We have had complete turnover in EC staff. We need to rework IEPs, be dynamic and creative with student scheduling, and find trainings for co-teachers. KE does not feel we have the expertise in house to effectively to this on our own.

12/3/20

In order to address the achievement gap with the ELL subgroup, HMS will do the following:

1. Differentiate and use multiple modalities.
2. Teach and use productive language skills. Include speaking, writing, interacting, reading, and listening in lessons across the curriculum.
3. Teachers will speak slowly and use ample wait time with students.
4. Teachers will establish relationships with students and use culturally relevant teaching strategies.
5. Teachers will give corrective feedback.

Katie Elliott

12/31/2023

Notes: We had multiple teacher turnovers in 2022 - 2023. EL teachers are not at HMS enough to train our staff. District has offered training over the summer, but it is out of the contract period for teachers. We need continued focus on this goal, but also need to analyze EOY data for this goal.

At the end of 20 - 21, Teachers were split on whether we met this goal.

Teachers felt they had:

We are working on speaking, writing, interacting, reading, and listening skills across the curriculum. Teachers do give corrective feedback. Once the EL plans were established, teachers followed those. Teacher consistently provided modifications from the beginning of the year. Provide modified instruction. When possible, provide items in home language. Followed ELL student plans.

Suggestions for continued work include:

Continue to work with William, become familiar with translation apps
"Maybe working/collaboration/planning with teaching teams.

Co-teaching?"

We would like to continue communication using Talking Points and providing printed materials in different languages.

Increased time for collaboration with EL teacher.

More support/ relationship building activities with staff and EL students?

consistent methodology in all classes

12/3/20	<p>In order to address our gap in the Exceptional Student's performance at HMS will:</p> <ol style="list-style-type: none"> 1. Increase small group EC service delivery for EC students with the largest academic deficits 2. Increase frequency of co-planning for Inclusion instruction planning 3. Training regular education teachers in effective co-teaching strategies 4. Providing access to regular curriculum to resource students through inclusion settings 5. Providing students alternate measures to meet curricular standards 		Katie Elliott	12/31/2023
<p><i>Notes:</i> We are showing high growth with SWD. However, we still need this as a focus until TSI goes away. We do not expect SWD to show the same proficiency levels as others, and this makes this goal exceptionally hard to meet.</p> <p>Most teachers said yes, but others felt we needed to continue this action step into next school year so that we could do the work in a non-COVID year. EC co-planning and co-teaching were limited by staffing this year and that will continue to be a problem as we are losing one EC teacher for 21-22 school year.</p>				
Implementation:		11/27/2019		
Evidence	11/27/2019 - Sign in sheets are on file in Mrs. Elliott's office.			
Experience	11/27/2019 - All teachers attended a training with Linda Robinson on the October early release day.			

Sustainability	11/27/2019 - Teachers will need to work to implement the learned strategies in classroom instruction.			
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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	A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are just beginning this work and will start by reading the book Hacking Assessment.	No Development 10/24/2021		
How it will look when fully met:		Unit planning will include an analyzation of standards/objectives followed by backwards planning of assessments then lessons. Teachers and students will be able to discuss what standards have been met and why/how they have been met. This information will be transparently shared with parents/guardians.		Katie Elliott	12/31/2023
Actions			1 of 2 (50%)		
	10/24/21	Common book read of Hacking Assessment by Starr Sackstein.	Complete 04/30/2022	Laura Beck	03/02/2022
	<i>Notes:</i>				
	5/31/22	Continue Hacking Assessment momentum with focuses on PBL and standards based assessment strategies. Will ully develop action steps over summer 2022.		Katie Elliott	12/31/2023
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Student instructional groups are developed using STAR Diagnostic Screener in math and reading.</p> <p>Teachers utilize STAR Instructional Planning Reports for each group to plan instruction.</p>	Limited Development 09/06/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Students groups will meet growth expectations within the targeted instructional group.</p> <p>Student groups will be adjusted as needed following each STAR diagnostic assessment.</p>		Katie Elliott	12/31/2023
<i>Actions</i>			14 of 15 (93%)		
	2/13/17	Professional development offerings will have been scheduled to target math and reading intervention programs and progress monitoring tools.	Complete 09/27/2019	Dawn Henline, Instructional Facilitator	02/13/2017
		<i>Notes:</i> A day has been established (Tech Tuesday) during which staff development is organized and presented to staff. The instructional facilitator is coordinating with administration and the media coordinator of the school to address the needs conveyed by the MTSS committee for staff development. This year, these have included developments in the STAR assessments, SchoolNet assessments, and Moby remedial programs. The instructional facilitator also utilizes every other Wednesday to conduct curriculum updates with core teachers disseminating from district pacing guides.			
	2/13/17	A committee to design and monitor the implementation of the multiple tiered systems of support in the responsiveness to instruction model will have been established, meeting regularly with representation of each curricular team.	Complete 06/09/2017	Lisa Owens	06/09/2017

Notes: The MTSS committee has been established with representation of each grade level team, support, and enrichment composed of staff trained in the MTSS protocols. The team visited an MTSS school during the fall of 2016 and plans to visit another during the spring of 2017. More staff members will need to be trained in MTSS so that a rotation of members can occur each year to keep the practice continued.

2/13/17	The master schedule will have been designed and implemented to designate a remedial block for instructional delivery for students of both supplemental and intensive supports.	Complete 06/12/2017	Lisa Owens	06/12/2017
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Notes: The master schedule has been designed this year to include a daily remedial block. This year, the MTSS committee has suggested revisions to protect the time allocated to the block which have been implemented. At the end of the year, the 4.5 rotations of blocks, along with the first nine week learning style segments will be reviewed for possible revisions of the block.

2/13/17	An intervention team of support specialists will have been established, meeting regularly with teaching teams to analyze student concerns and to design and monitor interventions plans.	Complete 09/19/2018	Misty Key	06/11/2018
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Notes: An intervention team has been established composed of administration, school counselors, social worker, nurse, instructional facilitator, ELL teacher, and EC teaching representation. Currently the team meets weekly, meeting with rotation of teaching teams bi-monthly. Need to work with district towards revision of scheduling of itinerant staff in order to add a school psychologist to the team. The MTSS committee will be observing the practice of another intervention team in the spring and possible revisions to this practice may follow pending post discussions.
2017 revisions: The MTSS committee has been renamed the Rtl committee to differentiate the academic tiered system as compared to the PBIS behavioral support. The support team (intervention team) has been revise to separate academic interventions from the emotional / medical / attendance support.

2/13/17	Quarterly assessments will be administered to identify students of need through multiple assessment tools, with data analyzed by individual classroom teachers to determine student skill deficits and needs. Progress monitoring assessments will be conducted upon midterm of the nine weeks to students who are scheduled into intervention blocks.	Complete 06/30/2018	Christina Davis	06/30/2018
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Notes: The STAR assessment tool for reading and math will be utilized every 4.5 weeks to test students in order to monitor their progress and growth in the area of intervention assigned.

2017 update: the STAR assessment data is utilized quarterly schoolwide in addition to the SchoolNet / NC Check-in benchmarks. All student data is analyzed, not just those of selected / targeted students.

5/21/18	Incorporate routine data collection and analysis into bi-monthly intervention team meetings in both academic and behavioral reviews	Complete 09/19/2018	Lisa Owens	12/30/2018
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Notes:

5/21/18	Provide additional professional development through sharing of best practices and staff observations in leveled instruction.	Complete 12/17/2018	Lisa Owens	02/28/2019
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Notes:

12/19/18	Review, summarize and share the observation comments of best practices gained from the first semester observation sign ups.	Complete 05/13/2019	Dawn Henline	03/30/2019
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Notes:

10/22/20	An Academic Intervention Specialist will be hired to assist with data management and academic intervention planning and implementation.	Complete 10/05/2020	Katie Elliott	11/30/2020
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Notes:

10/22/20	The Student Support Team will meet weekly to discuss interventions for behavior, health needs, attendance/participation, and mental health. Students receiving interventions will be case managed by the team.	Complete 10/12/2020	Sara Moser	11/30/2020
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Notes:

10/22/20	HMS MTSS Leadership Team will continue to be trained by district leadership staff.	Complete 04/24/2021	David Brotherton	04/30/2021
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Notes:

10/22/20	HMS MTSS Leadership Team will train all HMS staff members in effective MTSS practices.	Complete 04/24/2021	Melissa Bolick	05/31/2021
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Notes:

10/25/21	Teacher and student choice academic tutoring will be available to all students - during and after school.	Complete 10/31/2022	Cheryl Hart	10/31/2022
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10/25/21	Small group math intervention/enrichment will be provided to all students for 30mins/day.	Complete 04/30/2023	Laura Beck	12/31/2022
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Notes: Completed, but with many hiccups due to computer concerns and poor training. Need to continue because growth was high for groups where implementation was done with fidelity.

10/25/21	ELA interventions will be co-planned with teacher teams and implemented in class, in small groups, and with an early reading specialist when appropriate.		Cheryl Hart	12/31/2023
<i>Notes:</i> 2021 - 2022 updates - completed but we feel we need more guidance on reading interventions. District middle school director and ELA specialist are investigating so we want to leave this action step open until we find some more effective solutions.				
Implementation:		10/24/2021		
Evidence	6/7/2021 All tiers are in place and students are case managed at weekly meetings. Struggles are how to house information and how to communicate because of the lack of storage solution. We, as a district, are also missing intervention programs and a true universal screener. We need the support and buy in from the district before we can do much more at the school level.			
Experience	6/7/2021 Please see the action steps below and this document: https://docs.google.com/spreadsheets/d/1Ug1EPnpV9T4WANr5axj-FSMHnhjd1z8cz0pFjsVZnHE/edit?usp=sharing			
Sustainability	6/7/2021 We are closing this action step because the district team stopped MTSS cold turkey this year. We also had a state lawsuit that has made us look at those who have not been identified as EC because of MTSS processes. We will have an MTSS goal next year, but this one has been in place for three years and is not as clear as it needs to be after the change in administration.			

	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>	All staff are participating in monthly SEL training in order to better meet the needs of our students. Teachers facilitate learning and ensure that each student is supported. PBIS Rewards is utilized daily to gauge student emotions and assist students in managing their behavior. Professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are using 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.	Limited Development 10/24/2021				Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	When fully implemented, teachers will 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.	Objective Met 10/25/22	Cheryl Hart	05/31/2023	<i>Actions</i>				
10/24/21	Communicate steps and procedures for staff to receive help for students dealing with SEL issues and concerns.	Complete 12/31/2021	Sara Moser	12/31/2021	<i>Notes:</i> Completed via website, PBIS Rewards SEL alerts, in-person and electronic response to email and securly alerts. All staff were district trained in 2021 - 2022, but those trainings were not representative of core SEL. We are implementing TRIBES for students next year so that they have the chance to work on core SEL competencies within an authentic and student-driven environment.				
10/24/21	Monthly SEL trainings for all staff.	Complete 05/31/2022	Sara Moser	05/31/2022	<i>Notes:</i>				

5/31/22	Creation of TRIBES and continued focus on what is core SEL and how to ensure our classrooms are representative of the traits, cultures, and norms of core SEL.	Complete 10/05/2022	Katie Elliott	05/31/2023
<i>Notes:</i>				
Implementation:		10/25/2022		
Evidence	10/5/2022 See spreadsheet in HMS Canvas Drive			
Experience	10/5/2022 TRIBES has been created and is in progress.			
Sustainability	10/5/2022 Continue the Castle Curriculum through tribes.			

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:		SIT meets bimonthly.	Full Implementation 10/19/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has established a team structure among teachers with specific duties and time for instructional planning.	Full Implementation 10/19/2022		

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>		EOG and NCFE data, as well as EVAAS growth data is used to plan the year's professional development offerings for teachers. Funds are limited due to huge cuts over the past three year period.	Limited Development 12/02/2019		
<i>How it will look when fully met:</i>		Walkthrough data will also be used, as well as aggregate observation data. In order to determine that the objective has been full implemented, growth and proficiency will increase to the target levels in our 5 goals.		Katie Elliott	12/31/2023
Actions			4 of 6 (67%)		
12/2/19		Dawn Henline and Education Center staff will assist with the design of professional development offerings within the school and district.	Complete 06/01/2020	Katie Elliott	06/01/2020
<i>Notes:</i>					
12/2/19		Administration will increase the use of walkthrough observations throughout the building in order to give another data point for planning professional development.	Complete 12/01/2020	Katie Elliott	06/01/2020
<i>Notes:</i>					
12/2/19		Due to lack of summative data for the 2019-2020 year, HMS will utilize STAR data, SchoolNet assessments, classroom grades, NC Check-ins, and Passport results to make decisions about school improvement and PD needs.	Complete 05/31/2021	Katie Elliott	05/31/2021
<i>Notes:</i>					
10/22/20		Academic Intervention Specialist will track and analyze student academic data.	Complete 05/31/2021	Cheryl Hart	05/31/2021
<i>Notes:</i>					
10/22/20		Academic Intervention Specialist will work with teacher teams and individual students to plan and implement Tier 2 and Tier 3 interventions.		Cheryl Hart	12/31/2023
<i>Notes:</i> Yes, this has occurred, but we want to continue this goal.					

12/2/19	Empower subject area grade level teams to track and analyze their student data and use it to modify instruction accordingly.		Katie Elliott	12/31/2023
<p><i>Notes:</i> Will formalize results from our spring PD and encourage staff leadership on data tracing and analysis. Student and teacher data templates will be utilized starting at the beginning of the 2022 - 2023 school year.</p> <p>We did more of the tracking for teachers during COVID due to the pressures on teachers to deliver instruction in multiple modalities. Next year, we are looking at working interventions into classroom instructional delivery and having a more concise district-wide way to manage keeping track of the data.</p>				

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
<i>Initial Assessment:</i>		We have vacancies that are having a heavy negative impact on our students' instruction. Jobs have been posted, shared, and we are cold calling student teachers. Current vacancies are EC Teacher, Math Teacher, and will have CTE teacher posted soon.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		We will have qualified teachers in the vacancies.		Katie Elliott	12/31/2022
Actions					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.04		The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have Fairfield as a business partner. We have received consisted support from Hudson First, Poovey's Chapel, and Mountain Grove. Over the past year, we have worked on creating connections with the HUB and the town of Hudson. We have established outside-provider counseling for students and need to continue to make partnerships to help with the mental health needs. Our families are experiencing a level of hardhsip that many have never seen before so the need for us to all work together is greater than ever.	Limited Development 10/25/2021		
<i>How it will look when fully met:</i>		We currently have Fairfield as a business partner. We have received consisted support from Hudson First, Poovey's Chapel, and Mountain Grove. Over the past year, we have worked on creating connections with the HUB and the town of Hudson. We have established outside-provider counseling for students and need to continue to make partnerships to help with the mental health needs. Our families are experiencing a level of hardhsip that many have never seen before so the need for us to all work together is greater than ever.		Katie Elliott	12/31/2023
<i>Actions</i>			1 of 3 (33%)		
10/25/21	Work together with outside counseling/mental health agencies to provide services to students and families in innovative and responsive ways.		Complete 03/31/2022	Sara Moser	03/31/2022
<i>Notes:</i> Small groups and individual counseling have been established and will continue.					
10/25/21	Develop and maintain partnerships with community stakeholders.			Katie Elliott	12/31/2023
<i>Notes:</i> Ongoing, always					
10/25/21	In collaboration with the HUB, create after-school and summer programs for students			Cheryl Hart	12/31/2023
<i>Notes:</i> KE has worked with a HS program but we are still working on offerings for middle school students. SRO Holden and School Nurse Anderson have developed a summer program for students with support of a local church. We will continue these efforts in order to provide needed and vital engagement for our students during summer.					