

Comprehensive Progress Report

Mission:

Utilizing standard based education that addresses individual differences and learning styles, we empower students to take ownership and responsibility for their present and future learning by developing their academic, interpersonal, intrapersonal, and technological skills.

Advocate for Our Needs

Track Our Progress

Vision: Contribute to Our Community

Accomplish Our Dreams

Goals:

To increase 8th grade science growth scores to meet expectations

Increase reading EOG scores by 3% at each grade level.

Maintain math scores in 6th and 7th with an increase in 8th grade by 3%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School discipline committee has meet to create a rubric/flowchart to assist staff with handling policy violations. It is developed to indicate best practices in different behavior situations. The committee will meet throughout the year to assess progress and evaluate its implementation.	Limited Development 09/18/2019		
<i>How it will look when fully met:</i>		Staff utilize a discipline rubric to address student behaviors in violation of policy and school rules. Administration is supportive of staff and student insuring consistency. Reduction of undesirable behaviors have increased student engagement during instruction. Staff feel supported as indicated in the teacher working conditions survey. Incident numbers decreases in Educator's Handbook.		Susan Little	06/08/2024
<i>Actions</i>			0 of 5 (0%)		
	10/20/23	Administer teacher working conditions survey.		James Eversole	05/20/2024
	<i>Notes:</i>				
	10/16/23	Utilize MAVS matrix throughout the school.		Susan Little	06/07/2024
	<i>Notes:</i>				
	10/16/23	Development of behavior expectation and monitoring of the referral data.		Cinde Rudder	06/08/2024
	<i>Notes:</i>				
	10/16/23	Analysis of discipline data and discussion during grade level meetings.		Cinde Rudder	06/08/2024
	<i>Notes:</i>				
	10/20/23	Staff will instruct and review behavior expectations with students.		James Eversole	06/08/2024
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We meet weekly for PLCs in place for each grade level.</p> <p>We meet bi-weekly as grade levels to discuss grade specific concerns and to support one another.</p> <p>We meet as a staff monthly to share the happenings of the building and to discuss data and acknowledge gains.</p>	Limited Development 09/18/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>Our objective will be to use the NCSCOS in their respective subjects to teach students the appropriate course material.</p> <p>Use pacing guides that have been aligned by county personnel to plan and teach each subject.</p> <p>Attend weekly meetings to discuss and implement any strategies to share with the staff and administration.</p> <p>Attend workshops to learn new creative ways to teach new information to present for classroom learning.</p>	Objective Met 06/29/23	John Myers	06/02/2023
Actions					
	9/19/19	<p>Vertical team meetings with all grade levels bi-annually to examine the vertical progression of the NCSCOS and identify gaps and overlaps of acceleration.</p> <p>Complete June 2023 Jarren and Chris will be in charge of coordinating this Action and trying to get it scheduled.</p>	Complete 06/12/2024	Jim Reese	06/02/2023
<i>Notes:</i>					
	10/24/19	<p>Weekly PLCs meetings is a way to further the discussion of vertical line meetings to address needs to that specific grade level.</p> <p>Complete June 2023</p>	Complete 06/12/2024	Jim Reese	06/02/2023

<i>Notes:</i>				
10/24/19	We can investigate the idea of having vertical meetings with other schools in our cluster. Complete in May-June 2023	Complete 06/12/2024	Jim Reese	06/02/2023
<i>Notes:</i>				
1/11/23	6th grade teachers will host a vertical alignment meeting with our elementary clusters in early spring	Complete 06/12/2024	Jim Reese	06/02/2023
<i>Notes:</i> Target Date is Early Spring				
Implementation:		06/29/2023		
Evidence	6/29/2023			
Experience	6/29/2023			
Sustainability	6/29/2023			
A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Literacy framework development within PLC, school, and district. Development of best practices and expansion to other subject areas beyond ELA.	Limited Development 09/29/2023		
How it will look when fully met:	Classes across content areas will have rich reading and discussion. Non fiction texts will be widely used in science and social studies.		Jill Smith	06/07/2025
Actions		0 of 2 (0%)		
10/16/23	Cross curricular planning with grade among grade levels.		Jill Smith	01/10/2024
<i>Notes:</i>				
10/16/23	District PLC attendance by 6th and 8th grade ELA groups.		Jill Smith	06/07/2024
<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>We have begun the MTSS process and continue to look to offer PD for staff.</p> <p>Data dashboard has been developed for students in grades 6-8: grades, attendance, EOG, benchmarks, interventions</p>	Limited Development 09/18/2019			
		Priority Score: 3 Opportunity Score: 1	Index Score: 3			
<i>How it will look when fully met:</i>		<p>We will have all students identified who may need interventions and have a plan in place to offer the supports needed.</p> <p>We will monitor interventions to make sure we are implementing them correctly and checking to see if they are appropriate for student's needs.</p> <p>We will have intervention teams in place for individual students.</p>	Objective Met 06/29/23	Anita Crockett	06/02/2023	
Actions						
	9/19/19	Meet to ensure we have our MTSS Team operating and ready to support students and teachers.	Complete 11/30/2021	Anita Crockett	11/30/2021	
	<i>Notes:</i>	We will identify team members, having representation from all grade levels and departments within the building. We will share these names out to staff, so they will know who they can go to for support.				
	10/24/19	MTSS Team will meet as a team and also as smaller grade level groups to identify and support individual students on each grade level.	Complete 11/30/2021	Anita Crockett	11/30/2021	
	<i>Notes:</i>	Grade level teams will meet to work with MTSS supports to identify protocols and to document tiered instruction to support students.				
	10/24/19	MTSS Team will determine and share criteria to all staff to help identify students in need of supports.	Complete 11/30/2021	Anita Crockett	11/30/2021	
	<i>Notes:</i>	This will be share with all staff to help identify students we will target with tier 1 interventions.				
	9/29/20	Admin and counselors will meet weekly with MTSS teams to make sure we are collecting measurable data to support students.	Complete 06/02/2023	Anita Crockett	06/02/2023	

		<i>Notes:</i>			
	10/6/22	MTSS team will be meeting monthly afterschool to analyze data and develop plans for those needing support.	Complete 06/02/2023	Anita Crockett	06/02/2023
		<i>Notes:</i>			
Implementation:			06/29/2023		
	Evidence	5/11/2022 Weekly meetings with team			
	Experience	5/11/2022 The team meets to discuss student needs. It was completely manageable and effortless to ensure student success			
	Sustainability	5/11/2022 We will need to start the process soon and have all teachers on board.			
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:		We have had initial meetings on supporting student with social and emotional health. Counselors have been trained and work with the school social worker and nurse to help students needs. We have a social worker to support students in need.	Limited Development 09/18/2019		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		We will have a school wide system in place to support students with social and emotional concerns. Not limited to development of a system to allow teachers and students to report concerns to guidance, and to then have them access the situation and refer to the appropriate county level supports for each case.	Objective Met 06/29/23	Kaitlyn Woodie	06/02/2023
Actions					
	10/25/19	Development of process for identifying, tracking, and support of students' needs and provided service.	Complete 12/16/2022	Kaitlyn Woodie	12/16/2022
		<i>Notes:</i>			
	10/25/19	Create and facilitate needs assessment from students and staff. This will be done at increments throughout the year and assessed.	Complete 03/10/2023	Kaitlyn Woodie	03/10/2023

<i>Notes:</i>							
10/25/19	Develop plan for instruction of all students based on needs assessment.			Complete 12/16/2021	Kaitlyn Woodie	06/02/2023	
<i>Notes:</i>							
Implementation:				06/29/2023			
Evidence		6/29/2023					
Experience		6/29/2023					
Sustainability		6/29/2023					
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
Initial Assessment:		<p>Counselors communicate with elementary and high schools about students needing support.</p> <p>Student visits schools before they transition to middle and high.</p> <p>Records of students along with IEP and 504 plans are shared with staff previous to servicing students.</p>			Limited Development 10/20/2023		
How it will look when fully met:							
Actions							
<i>Notes:</i>							

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		WE HAVE A PLAN IN PLACE TO ENSURE WE GIVE TIMELY FEEDBACK TO STAFF	Limited Development 09/18/2019		
<i>How it will look when fully met:</i>		WORK ON GETTING FEEDBACK QUICKLY AFTER ALL VISITS.		Dion Mapp	05/15/2020
Actions					
Notes:					

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>		We look at EVAAS/EOG data to determine professional development needs for staff. We also survey teachers to determine what they need to to supplement their instructional practices during the current instructional climate.	Limited Development 09/18/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		We will have ongoing conversations around data and use this to work in PLCs and determine the appropriate professional development for all staffing needs. We will have a community of teachers, who will support and train one another in the best practices to meet the growing needs of our students.	Objective Met 06/29/23	Whitney Honeycutt	06/02/2023
Actions					
	10/25/19	Form a committee of teachers to analyze performance data to targeted curricular needs.	Complete 11/30/2022	Whitney Honeycutt	11/30/2022
Notes:					

10/25/19	Provide targeted professional development based on performance data.	Complete 06/12/2024	Whitney Honeycutt	06/02/2023
<i>Notes:</i>				
10/25/19	Targeted data discussion through PLCs and Leveled Department meetings to go deeper into what the data is showing as areas for growth.	Complete 06/12/2024	Whitney Honeycutt	06/02/2023
<i>Notes:</i> These discussions will occur during PLC meetings and in our 3 planned leveled department meetings.				
10/25/19	Break down various forms of data to get a good look at potential struggle content areas. This will help us research the best professional development to meet the needs of our teachers.	Complete 06/12/2024	Whitney Honeycutt	06/22/2023
<i>Notes:</i>				
Implementation:		06/29/2023		
Evidence	6/29/2023			
Experience	6/29/2023			
Sustainability	6/29/2023			
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Development 09/29/2023		
How it will look when fully met:			Cinde Rudder	06/08/2025
Staff will take part in professional development developed at the school and district level.				
Portrait of a graduate skills will be ingrained throughout lessons.				
Staff will continue to share ideas and lessons focused on the POG skills.				
Actions		0 of 2 (0%)		
10/16/23	Development and expansion of Portrait of a Graduate Canvas course.		Cinde Rudder	06/08/2024
<i>Notes:</i>				
10/16/23	Staff attend district PLC's to expand knowledge and share with staff.		Cinde Rudder	06/08/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		WE WORK TO KEEP TEACHERS	Limited Development 09/18/2019		
How it will look when fully met:		RETENTION AND HONORING TEACHERS		James Eversole	06/05/2020
Actions					
Notes:					

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:		WE HAVE A WIDE RANGE OF COMMUNICATION TO PARENTS AT THIS TIME.	Limited Development 09/18/2019		
How it will look when fully met:		COMMUNICATION NORMS FOR SCHOOLWIDE		Andrew Odze	06/05/2020
Actions					
Notes:					