

Comprehensive Progress Report

Mission: Chatham Middle School will impart an education that will develop successful, well-rounded students.

Chatham County Schools, through leadership, innovation, and collaboration, will provide real-world learning opportunities that prepare all students for life and success after graduation. Our diverse community will be invested, involved, and invited to create a strong culture of learning resulting in Chatham County Schools becoming a leader in education.

Vision: Chatham Middle School will partner with parents and the community to provide all students with a nurturing and accepting environment. Staff will utilize a variety of data-driven, researched-based instruction and enrichment, such as Dual Language and AVID, to meet the academic needs of our students. All stakeholders will offer students support, discipline, and supplemental services to meet students' social-emotional needs.

Goals:

By June 2021, Chatham Middle will increase student proficiency for Language Arts and Math by ten percentage points for each grade level as measured from the 2019 End of Grade (EOG) assessment result to 2021 EOG.

By June 2021, Chatham Middle will increase our school report grade to a C and exceed growth.

By June 2021, Chatham Middle will increase opportunities for family engagement within the school community and provide opportunities for feedback on the school decision-making process, which builds positive relationships to impact student success.



! = 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>		Most teachers have established classroom rules and procedures. Most teachers implement PBIS within their classroom. Matrices and expectations are posted within the school in strategic locations. Teachers use behavior notebooks to keep accurate record of student misbehavior. Classroom Dojo has been used to track positive behaviors and used for various incentives within the school. PBIS handbook is shared with all teachers at the beginning of the school year.	Limited Development 04/11/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers have established classroom rules and procedures. Teachers implement PBIS in their classroom. Matrices and expectations are posted within the school in strategic locations. Teachers use behavior notebooks to keep an accurate record of student misbehavior. PBIS Point sheets have been used to track positive behaviors and used for various incentives within the school. PBIS handbook is shared with all teachers at the beginning of the school year. The first month of school teachers uses extended learning time to teach and reinforce PBIS expectations. The point totals on the PBIS sheet will reflect earned points towards incentives. A visible yellow zone area is established in each classroom as a chill out space. Bounce Buddies are established to support students needing behavioral timeouts. PBIS sheets are used to track behavior patterns for each 9 week period and used as documentation if needed for MTSS.	Objective Met 09/22/18	Jennifer Gibson	06/08/2020
Actions					
	9/13/16	RAMS classroom expectations posted in every classroom	Complete 10/13/2017	Jesus Rios	10/13/2017
<i>Notes:</i>					
	9/13/16	Post PBIS zone poster: Green, Blue, Yellow, Red	Complete 10/13/2017	Taylor Crowder	10/13/2017
<i>Notes:</i>					
	9/13/16	Grade level representatives relay NEW point sheet schoolwide: Weekly sheet in color (given in homeroom), Replacement sheet in white (back up/replacement) without any bathroom passes.	Complete 10/13/2017	Abby Bishop	01/26/2018

Notes: 8-Stackhouse
7-Dark
6- Beck
Specials: A. Cheek

*** Points sheet is now a full size sheet to help students keep up with the sheet and utilize the binder as storage for the sheet.

9/13/16	Ensure every grade level team has an incentive activity planned for each 9 weeks.	Complete 06/08/2018	KAte Stackhouse	06/08/2018
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Notes:

9/13/16	Check PBIS points sheets from every classroom.	Complete 06/08/2018	Jennifer Stickney	06/08/2018
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Notes:

9/13/16	Copies of PBIS point sheets provided to teachers	Complete 06/08/2018	Abby Bishop	06/08/2018
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Notes: Provide weekly copies of the PBIS sheet to assist teachers.

11/25/19	PBIS reboot @ Restorative circles	Complete 05/27/2020	Ashley Purgason Charles	04/17/2020
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Notes: Show each PBIS chart.
For each chart, ask the following questions of the circle.

1. What do you think the letters PBIS stand for?
2. What does RAMS stand for?
3. What type of positive behavior rewards have you noticed in our school?
4. Looking at this chart, do you agree with these expectations? Why or why not?
5. What expectations do you think may be missing from this chart?

Monday- bathroom, library, cafeteria
Friday- classroom, hallway

* Share student feedback
12/3 New PBIS signs are up and working on classroom signs to be passed out. Circles are now on Monday during first block and Friday during last block.

Due to COVID, we did not have the PBIS reboot as intended. This will be addressed at the beginning of the school year.

2/24/20	Grade levels revisit and reinforce the classroom expectations of the PBIS matrix, the form, bounce and referral process and making sure to enter data into Educator's handbook.	Complete 05/27/2020	Jennifer Gibson	06/08/2020
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Notes: Teachers were using circles as ways to address PBIS and other classroom issues that arise. We scheduled a reboot of PBIS for all teachers but COVID interfered with the school year.

Implementation:		09/22/2018		
Evidence	<p>6/4/2018 All teachers use PBIS point sheets to track behavior and allow students to record points to be used throughout the school year to participate in incentives. Teachers have Bounce Buddies and Yellow Zones to allow students chill out space if not meeting expectations. Visuals will be placed in classrooms and in school as reminders of the schoolwide epectations.</p>			
Experience	<p>6/4/2018 It was important that we revisited the PBIS process in our school and provided the necessary ongoing staff development to ensure schoolwide implementation. We also focused on the positvie, which we had gotten away from it.</p>			
Sustainability	<p>6/4/2018 We will need to continue to provide staff development each year and ensure al teachers understand the process. We will have to keep using ELT to teach and reteach PBIS so all students understand the expectations.</p>			

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Students maintain data notebooks and set quarterly goals based on data results. Teachers refer to the data notebook during student conferences. Student lead conferences to discuss their data with parents, staff, and other school personnel. Grade level teams plan celebrations for students meeting or exceeding expectations. Common data sheet and data walls are visual tools to help teachers track student progress.	Limited Development 04/11/2016			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Our school believes that ability can improve over time with hard work, dedication, and persistence. We explicitly teach strategies and implement practices to improve growth mindset and in turn raise student achievement. Looking at data allows us to recognize where we are and set goals for the future. Trends can be seen to show opportunities for professional development or intervention strategies. Visual representation of growth is clear and we celebrate all growth.		Katie Lindley	06/15/2021	
Actions			5 of 6 (83%)		
9/16/16	Student Led Conferencing: All students will be able to explain their growth to significant individuals within the school community, including teachers, parents, and district leadership. Teachers will allow all students the opportunity to express and in depth understanding of their academic success and future growth.	Complete 04/01/2019	Carrie Smith	03/30/2019	
	<p><i>Notes:</i> Student Led Conferences were held on 10/30. Percentage of Participation?</p> <p>Some teams (Vikings) sent home a form with students in order to allow students to hold these conferences at home.</p> <p>Due to losing Workdays, We are unable to host the second Student Led Conference.</p>				
9/16/16	Common Data Sheet: All student assessments will be documented on the common data sheet, which will be shared amongst all teachers. This will be used for analysis during grade level planning, team meetings, and curriculum planning.	Complete 05/24/2019	Carrie Smith	05/25/2019	
<i>Notes:</i>					

2/27/17	Administration will share Growth Mindset videos once a week during the second semester to promote growth mindset among students and staff, which will lead to discussion and goal setting during extended learning time.	Complete 06/03/2019	Chad Morgan	06/08/2019
<i>Notes:</i>				
9/16/16	Celebrations: We will celebrate growth-both academic and behavior improvements each quarter. This highlights improvements throughout the year, instead of waiting until June. We will continue with our EOG celebration at the end of the year which rewards students with growth of any increment.	Complete 06/07/2019	Jesus Rios	06/08/2019
<i>Notes:</i> First quarter PBIS Celebration awards are being held on 11/21 to recognize A Honor Roll, A/B Honor Roll, Attendance, RAMS AWARDS, Physical Education Awards				
9/16/16	Data Notebooks: All students will track their assessments and goal-set for future assessments. All teachers will monitor progress and ensure student completion of goal setting.	Complete 06/03/2019	Carrie Smith	06/08/2019
<i>Notes:</i>				
9/16/16	PBIS Point cards: Teachers and students will use the point cards as a way to monitor, track, and goal set behavior. The format of the card allows trends to be spotted in different classes, days, etc.		Carrie Smith	06/15/2021
<i>Notes:</i> First Quarter PBIS rewards have occurred (dance, field trips) Staff reviewed difference between minor/major behaviors. Teams use Google Sheets to track student's points and bounces. Specialists would like to ensure these Google Sheets are shared with them as well. Teachers were mostly consistent in using PBIS point cards to track behaviors. We need to continue to work with all teachers to ensure consistent use of the points sheets on each team				
Implementation:		08/12/2019		

Evidence	8/12/2019 See resource folder for an example of our common data sheet.			
Experience	8/12/2019 The common data sheet was maintained among all grade levels to track student progress and utilize during kid talks. The data sheet was also used to identify subgroups and areas of need for extended learning time.			
Sustainability	8/12/2019 Teachers must continue to focus on helping students to set goals and track their data in their notebooks.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	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
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Initial Assessment:	All grades levels are currently meeting twice a month to discuss student data. Departments are meeting once per quarter.	Limited Development 08/01/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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How it will look when fully met:	<p>Instructional teams will meet 2 or more times per month to review student progress and implementation of effective practices. Meeting agendas will provide evidence of progress towards the objective being fully met.</p> <p>Carrie Smith, curriculum coach, will be providing a set schedule for each content area and grade level to meet weekly. Teachers will be using formative assessment data to reflect on teaching and plan accordingly.</p>		Carrie Smith	06/15/2021
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Actions		1 of 3 (33%)		
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10/11/17	Create grade level folders in the drive to upload PLC minutes	Complete 09/22/2017	Chad Morgan	09/29/2017
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<i>Notes:</i>	Folders are in use			
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10/11/17	Carrie Smith will be providing a weekly meeting schedule for all content area teachers and grade levels.		Chad Morgan	03/30/2021
	Specify meeting dates for each content and grade level.			

Notes: Carrie Smith and Ashley Purgason are continuing to work on the schedule and date for implementation.

All staff met each week within grade levels, departments, and teams to plan, participate in professional learning, and discuss goals and data.

This will continue for 2020-21

10/11/17 Review minutes to ensure appropriate conversations and planning to meet grade/content goals

Chad Morgan

05/25/2021

Notes: Chad Morgan will continue to monitor minutes

This will need to continue through next year.

Implementation:

09/22/2018

Evidence

5/21/2018 We have created frameworks for instruction for core contents. The curriculum coach has created a meeting schedule and the administrative team is providing oversight and feedback on lesson planning weekly.

Experience

5/21/2018 We have learned that to build teacher leaders we have got to have teachers meeting and discussing planning on a weekly basis. Once we visited a school and observed how they we using planning time and the curriculum coach we implemented core planning days and it helped teachers be consistent with teaching practices and strategies.

Sustainability

5/21/2018 Continue having the Curriculum coach lead the content planning days to ensure lesson planning is completed and is following the framework.

	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:			- Academic Services and Instructional Support (ASIS) has created unit guides for core subject areas. Selected teacher leaders have receive stipends for creating units plans - ASIS has provided training through an outside consultant on backward curriculum design - Teacher leaders have shared the unit guides with teachers throughout the district during required staff development - Title I money has been used to provide quarterly planning days for core teachers to plan unit instruction - Teachers have provided ASIS with unit reflections for revisions - Teachers have reflected on student data during PLCs to impact instruction	Limited Development 04/11/2016		
How it will look when fully met:			<p>***2020-2021 Area of Focus for Chatham Middle.</p> <p>All instruction will be aligned to the curriculum and the standards. Differentiated instruction will be evident in the classrooms. Teachers will collaborate to design formative assessments. Focus of formative assessment results will be on strategies used for success. Teachers will have a working knowledge of spiral curriculum (vertical planning across grade levels). Teachers will provide instruction informed by pacing guides provided by Chatham County Schools. Evidence found in: Minutes from PLCs (common format) - grade level and vertical planning Lesson Plans (common format) Results of formative assessments Google Drive sharing among teaching staff Planbook - lesson plan accountability</p>		Carrie Smith	06/07/2021
Actions				4 of 15 (27%)		
		10/11/17	Update and review lesson plan format and expectations with staff members. Provide hard copies and digital files of the template.	Complete 09/28/2018	Carrie Smith	09/28/2018
			<i>Notes:</i>			
		9/13/16	Review Content Area and Grade Level PLC expectations with staff members	Complete 10/08/2018	Carolina Vix	09/28/2018
			<i>Notes:</i> Department Heads have met with all teachers during quarterly PLC to share expectations; Curriculum coach has shared expectations and meeting with core and grade levels. We will have our first Kid Talk at the end of October.			
		9/13/16	Link planbooks to resource teachers and vertical content areas to aid collaboration	Complete 09/28/2018	Chad Morgan	09/28/2018
			<i>Notes:</i> or share via google docs. Department Heads			

1/26/18	Title I Funds will be used to support math department to attend workshops to build knowledge in curriculum and new instructional learning approaches as we focus to improve math scores and student growth on EOG results.	Complete 12/15/2018	Mary Dark	12/15/2018
<i>Notes:</i> All math teachers attended training in Seattle. We will be meeting as a department after the holiday to debrief on the trip.				
9/18/18	Teachers will align their instructional practices to the content area frameworks for instruction.		Chad Morgan	06/07/2021
<i>Notes:</i> 12/10: Math has implemented a new framework and meet weekly to plan instruction around this framework. Many teachers are aligning their instructional practice to the frameworks.				
3/9 Math and ELA teachers have implemented frameworks. Math Specialist, MS IPF and teachers have planned units through the end of school				
5/27 COVID interrupted the school year. We had one more session with Craig Bennett and one more department PLC scheduled but had to be cancelled. This work will continue next school year.				
9/18/18	Title I funds will be used to secure substitute teachers to allow for quarterly planning days for Core instruction where content teachers will be able to make department decisions as well as engage in vertical planning.		Molly Upchurch	06/07/2021
<i>Notes:</i> 12/10: Substitutes are being secured for planning days on a consistent basis for quarterly planning days.				
3/9 We have used subs through Title I to implement quarterly planning days				
5/27 COVID cancelled our last round of quarterly planning days and we were unable to use the Title I money .				
11.23.20: We had a planning day on August 13th and will have another one in December to work on vertical planning.				
9/18/18	Department Heads will work with content teachers during quarterly planning days to create common lesson plans using the framework for instruction and common assessments through SchoolNet that aligns with CCS curriculum units.		Molly Upchurch	06/07/2021

Notes: 12/10: This is a work in progress. Math is currently using common assessments and utilizing common planning.

5/27 Department heads continue to work with core teachers in vertical planning. Our data indicated before COVID that we were trending higher proficiency numbers than the previous school year. We will continue working next school year to build units and common assessments that align to the unit guides

9/18/18 EC and ESL teachers will plan with content teachers during weekly content PLC's to develop and implement differentiated instruction during regular, co-teaching, small groups, and 1-on-1 instruction.

Molly Upchurch

06/07/2021

Notes: 5/27 Co-teaching continued throughout the school year until COVID. We had vacancies in 8th EC that we were unable to fill. The EC and ELA teachers worked well planning to meet students' needs. We will be replacing 3 out of 4 ESL teachers for the 20-21 school year. We will need to focus on supporting these teachers.

11.23.20: This is a work in progress. Because of the remote teaching schedule, this doesn't always work out. Teachers are using the planning document to collaborate with planning weekly lessons.

1/9/20 6. ELA and ESL teachers will implement the school-wide vocabulary strategy- Kinsella during ELT.

Carrie Smith

06/08/2021

Notes: 12/10: Ongoing. ELA and ESL teachers are implementing the Kinsella strategy during ELT.

3/9 Moved Kinsella into the regular core classroom. 50% of all students are participating in Kinsella.

Due to COVID, we will be unable to measure the success of Kinsella. It is our goal to continue to the program for next school year.

1/9/20 Math teachers will implement the school-wide math word problem strategy.

Robin Mashburn

06/08/2021

Notes: 11.23.20: Continuing-Math teachers are having students use the word problem strategy when completing word problems.

12/10: Ongoing. Math teachers are using the word problem strategy daily.

Due to COVID, we will be unable to measure the success of a focused math strategy implementation for this school year. It is our goal to continue to implement ReVEAL Math next school year.

9/2020 Math teachers continue this strategy within remote learning.

1/9/20 The AVID coordinator will collaborate and support instructional teams on implementing WICOR within daily lesson plans.

Katie Lindley

06/08/2021

Notes: 11.23.20: The remote learning schedule has affected lesson plan creation around the WICOR strategies.

Chatham Middle will partner with ALP, C.Bennett, to focus on implementing WICOR within daily lesson plans.

12/10: Ongoing. Craig meets with the ELA teachers during their quarterly planning.

3/9 Craig Bennett worked with all teachers on Jan. 29th to discuss planning and the process of increasing Rigor in lesson planning.

9/13/16 Instructional teams will collaborate to review and understand collected data from DUA's, STAR, NC Check-Ins, teacher created formative assessments, and IEPs/LEPs to make informed decisions and appropriate instructional groups and provide documentation of those decisions through Planbook.

Chad Morgan

06/08/2021

Notes: 11.23.20: We created small groups based on Fall Star Benchmark data as well as IEP's. Once we get back to Plan B instruction, will meet with these group when permitted. We will revisit these groups when permitted.

The primary focus of our new scheduled PLCs with Carrie Smith will be analyzing data and creating formative assessments to make informed decisions and appropriate instructional decisions.

12/10: Teachers are using Star and NC Check-ins to create instructional groups during ELT. Some teachers use this data to inform instruction and grouping in classrooms.

Due to COVID we did not have the third benchmark data to review. No EOG tests.

9/2020 Benchmark Math and Reading Star assessments

10/3/19 DL teachers will attend ongoing staff development with Teaching With Biliteracy to support the implementation of balanced language domains to support language acquisition in Spanish and English.

Molly Upchurch

06/10/2021

Notes: 11.23.20: CCS has determined that with remote teaching, we will not have staff development with Teaching with Biliteracy. As a school, we are attempting to develop ways to keep teachers privy to the most up-to-date and appropriate biliteracy strategies due to COVID-19.

12/10/19 New DL teachers attended workshop with Teaching with Biliteracy.

Teaching with Biliteracy has completed a review of the Dual Language program.

3/9/2020 DL Teachers observed model lessons in Mr. Bohroquez's class which was lead by Teaching For Biliteracy on 1/14/20. Teachers will be meeting in May to review video observations

9/20/20	The Curriculum Coach, Reading/Math Specialist, and AVID coordinator will work with content teachers during content PLCs to create standards-based common lesson plans using the framework for instruction and common assessments that aligns with the CCS pacing guides.		Carrie Smith	06/10/2021
<p><i>Notes:</i> 11.23.20: This is in progress. Teachers are working during content PLC's to create units/lessons that are aligned with CCS pacing and will be completing common assessments monthly in ELA and math.</p>				
9/29/18	Administration will monitor lesson plans weekly through Planbook to ensure lesson are aligned to the units and the framework for instruction is being followed in all content areas.		Chad Morgan	06/15/2021
<p><i>Notes:</i> 11.23.20:Administration is monitoring lesson plans weekly and providing feedback to teachers.</p> <p>12/10/19 Administration is monitoring Planbook and sending comments to teachers as necessary. Note: Talk to Admin about the tracking of the feedback.</p> <p>3/9 Administration is giving feedback to all teachers on lesson planning weekly through planbook</p> <p>Due to COVID walkthroughs and observation were moved to virtual. Administration checked google classrooms and participated in Zoom meetings with students and teachers.</p>				

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Most Teachers are posting lessons plans online weekly. Curriculum Committee provided guidelines and sample templates for lesson planning. Staff development was provided for the implementation of lesson planning.	Limited Development 04/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Teacher instructional teams use developed units of instruction provided by Chatham County or use their State/National standards to develop units of instruction using the standard template and rigor guidelines provided by Chatham Middle School. This goal will be observed through teachers uploading their lesson plans to Planbook and during their observations.		Ashley Purgason Charles	06/15/2022
Actions			2 of 4 (50%)		
	9/13/16	Review lesson plan format and expectations with staff members. Provide hard copies and digital files of the template	Complete 03/23/2020	Chad Morgan	10/16/2019
		<i>Notes:</i> Files given to staff members			
		Staff collaborating on at home learning lessons. 3/20			
	9/13/16	Curriculum committee will develop lesson template and provide staff development around AVID and WICOR	Complete 03/02/2020	Theresa Joyner	02/28/2020
		<i>Notes:</i> Not complete at this time			
	9/13/16	Teachers use the lesson plan guiding questions/template for submitting plan into Planbook.		Theresa Joyner	06/08/2021
		<i>Notes:</i> Teachers are completing lessons plans and submitting through plan book on a weekly basis. Administrative team provides feedback weekly.			
	9/13/16	New teachers supported through a mentor teacher program.		Theresa Joyner	06/08/2021
		<i>Notes:</i> Monthly school meetings and individual meeting are occurring.			
Implementation:			09/22/2018		
Evidence		6/4/2018 We have created frameworks for instruction in the core. Teachers are using the lesson plan template as evidenced in Planbook, and teachers are providing lesson planning support with the curriculum coach.			

<i>Experience</i>	6/4/2018 We had to create a consistent and systematic process for lesson planning to address the areas of WICOR and Rigor. Teachers were required to use the unit guides for instruction.			
<i>Sustainability</i>	6/4/2018 Continue to revisit the lesson plan template to ensure it meets the needs of our learners based on student data. Providing teacher support to ensure implementation of WICOR and Rigor within their teaching.			

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>		New PLC schedule has been established to allow teachers the opportunity to learn from their peers. Teachers will be required to meet weekly in core planning time. Teams will come together twice a month to support ongoing professional development and build teacher leaders as experts. All stakeholders will meet monthly to discuss student data and make plans to address areas of struggle.	Limited Development 09/18/2018		
<i>How it will look when fully met:</i>		<p>Content PLCs will meet by content area and grade level weekly to analyze student data. Kid Talks will be held once a month to analyze targeted individual student data. Teams will collaboratively make decisions for instruction and/or invention based on student data.</p> <p>Evidence found in:</p> <p>MTSS spreadsheet</p> <p>PLC minutes</p> <p>Common Data Sheet</p> <p>Kid Talk Spreadsheet</p>		Carrie Smith	06/07/2021
Actions			2 of 6 (33%)		
9/18/18	A weekly Core PLC meeting schedule will be established to plan instruction for consistency across all subject areas.		Complete 05/27/2020	Carrie Smith	06/07/2020
<i>Notes:</i> 12/10: Teachers meet in weekly content planning. 5/27 the Core PLC planning scheduled was established and followed with consistency until COVID forced school closure.					
9/18/18	CORE classrooms will implement frameworks as evidenced through lesson plans and walkthroughs.		Complete 05/27/2020	Molly Upchurch	06/07/2020

Notes: 12/10: Ongoing Teachers are using frameworks to plan instruction.

5/27 Teachers used the frameworks for instruction throughout the school year until COVID forced school closure

9/18/18 An official monthly grade-level PLC will focus on MTSS and kid talks as the data pertains to the three tiers of support.

Carrie Smith

06/07/2021

Notes: 12/10: Ongoing. Monthly Kidtalks are happening w/ each team. Students can be referred to MTSS during this time. MTSS meetings happen monthly.

5/27 MTSS met monthly to address students struggling by team. Plans were developed and implemented until COVID forced school closure

9/18/18 Students at and beyond the needs of Tier 2 will be identified and necessary plans will be made for addressing Tier 2 and 3. See Flowchart.

Molly Upchurch

06/07/2021

Notes: 12/10: Monthly meetings occur to address students identified as Tier 2 or Tier 3.

5/27 MTSS team along with referring teachers met monthly to develop tiered plans for struggling students. Plans were not followed once COVID forced school closure.

9/18/18 Extended Learning Time groups will be created during PLCs according to student data taken from the MTSS screeners (STAR, NC Check-ins, behavior surveys and At-Risk Assessment).

Molly Upchurch

06/07/2021

Notes: 12/10: ongoing. During Planning days ELT groups are being created based on data. Students are being monitored on the MTSS spreadsheet.

5/27 Extended Learning time was eliminated from the schedule beginning with the second semester. This time was put into the core classrooms.

9/10/19 Administration will complete walkthroughs to monitor ELT time to ensure consistency and provide feedback.

Carrie Smith

06/19/2021

Notes: 5/27 Administration monitored ELT time during the first semester through walkthroughs. Beginning second semester ELT time was eliminated from the school schedule.

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>		- ASIS has an established MTSS District Committee to meet monthly with school MTSS chair members to train on implementation, monitor progress, provide additional training and feedback. - School has created a MTSS Committee comprised of teachers from each grade level to provide staff development for the entire staff and monitor progress. MTSS committee meets monthly to discuss feedback and create plans to help support implementation - MTSS PLCs meet monthly with the MTSS chair to discuss tiered plans of support and provide feedback or resources to address areas of struggle - PLCs meet weekly to discuss student data. Teachers create plans to address the areas of struggles and build intervention groups based on student data.	Limited Development 04/11/2016		
<i>How it will look when fully met:</i>		***2020-2021 Area of Focus for Chatham Middle. Evidence suggests that the locus of control in a multi-tiered system of support is classroom instruction. CMS must ensure that each teacher is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, then CMS will improve the success rate of struggling students and the accuracy of identifying students who truly have disabilities.		Molly Upchurch	06/15/2021
Actions			3 of 15 (20%)		
	1/26/18	Title I will be used to create small class sizes by hiring an additional classroom teacher.	Complete 10/08/2018	Mary Dark	09/29/2018
<i>Notes:</i>		The teacher has been hired and we are using the teacher in 6th grade to lower class sizes for the AVID/EC team.			
	9/13/16	CMS will develop school-wide frameworks for each subject as evidenced by September Content PLC agendas.	Complete 10/31/2018	Carrie Smith	10/31/2018
<i>Notes:</i>					

9/13/16	Frameworks will be added to the MTSS CMS shared folder and google team drives.	Complete 10/31/2018	Molly Upchurch	10/31/2018
<i>Notes:</i>				
11/13/17	CORE classrooms will implement frameworks as evidenced through lesson plans and walkthroughs.		Molly Upchurch	05/31/2021
<i>Notes:</i> 12/10/19 Frameworks being used and revisited to include the appropriate WICOR windows.				
5/27 Frameworks being implemented. A new math framework created to include components of the Reveal math program.				
COVID interrupted the school year.				
9/13/16	Walkthroughs will be conducted to collect data, track fidelity of framework implementation, and serve as a guide during PLC discussions. Difficult conversations around instructional quality may be necessary.		Carrie Smith	06/09/2021
<i>Notes:</i> This will be an ongoing process to constantly review and move students as their needs change. MTSS is part of the monthly grade level PLCs.				
12/10/2019 AVID Classroom Observation form used in all classrooms. Teacher feedback used during PLCs to create Plus/Deltas to identify WICOR windows for school/individual focus. PLCs co-planned and taught to clarify and continue to build upon WICOR understandings. Team and Individual goals were set with actions toward implementation.				
5/27 Walkthroughs are now conducted by administration and curriculum coach. Specialists removed themselves from the schedule due to master schedule change.				
COVID interrupted the school year				
9/19/16	CMS Schedule allows for a 45 minute daily block for Tiered support, for both behavior and academic student needs.		Molly Upchurch	06/09/2021

Notes: 12.8.20 During Plan C (remote learning), the schedule did not allow for a daily ELT block. Small group time was implemented 2-3 times weekly at 30 min intervals.

12/10/2019 ELT Start date: Oct 1. Reading/Math rotation every 3 weeks. AVID, Kinsella, AIG, and EC groups set with Kinsella gaining 3 weeks of a 9 week rotation to acquire math skills.

Master schedule changed in January to remove ELT. Interventions are now implemented within core subjects.

9/2020 Small group time is built into weekly remote learning schedule.

9/20/20 ELT groups will be entered into the CMS 2020-2021 Tier 2/Tier 3 Intervention Spreadsheet.

Molly Upchurch

06/10/2021

Notes: 12.8.20. All ELT groups were entered into the CMS intervention spreadsheet.

9/20/20 During ELT, the use of systematic and consistent lesson design should be implemented. ELT teachers will work with Curriculum Coach and District to be trained in research-based interventions. A Standard Treatment Plan will be developed within PLCs to define the interventions.

Carrie Smith

06/10/2021

Notes: 12.8.20. A document was shared with Reading and Math teachers (housed in the Curriculum Coach's Google Classroom) containing intervention resources.

https://docs.google.com/document/d/1ik00LkaOocwNwSeYp-YMS0_YeCyFcMeocf2015jPyuw/edit

9/20/20 Students will be progress monitored at least every 20 days of instruction.

Carrie Smith

06/10/2021

Notes: 12.8.20. A late Fall Benchmark and the remote learning schedule has resulted in inconsistent attendance in ELT classes. Instruction was not consistent or lengthy enough to elicit progress monitoring during Plan C. Common Assessments using SchoolNet will be implemented beginning December 2020. STAR Winter Benchmark will occur January 2021.

9/20/20 Changes between interventions will only occur after a 2nd Progress Monitoring data point has been entered into the CMS 2020-2021 Tier 2/Tier 3 Intervention Spreadsheet.

Carrie Smith

06/10/2021

Notes: 12.8.20. Small groups did not change during Q1. If outliers existed, teachers would make adjustments (ex. 3 students not attending small group, 3 additional students invited to join; ex. teacher helping students on missing Core assignments.)

9/22/18 Extended Learning Time groups will be created during PLCs according to student data taken from the MTSS screeners (STAR, NC Check-ins, behavior surveys and At-Risk Assessment).

Abby Bishop

06/15/2021

Notes: 12.8.20. Groups were created using the STAR 2020 fall benchmark. SEL surveys were given to form SEL groups.

12/10/2019

Aside from predetermined groups, teachers self-selected ELT groups according to academic and behavior data.

Groups are no longer formed due to the removal of ELT.

9/2020 STAR data will be used to form small groups for virtual intervention time.

9/22/18 A systematic and consistent ELT framework will be developed and lesson plans given to CORE and support teachers to implement.

Shamika Brower

06/15/2021

Notes: Oct 1- continuous on a 3-week rotation: Reading ELT to use Achieve 3000. Researched, differentiated, county approved; Math ELT to use Aleks. Researched, differentiated, county approved. ELA teachers are using Kinsella. Researched, differentiated, county approved.

A framework for ELT is no longer needed in the absence of the ELT block.

9/22/18 ESL, EC, AIG will co-teach in Core Instruction and pull out for Tiered interventions during ELT. Teachers will use ELT lesson plans designed by the Reading and Math Specialist to focus on students' areas of weakness based on data.

Shamika Brower

06/15/2021

Notes: 12-10-19 ESL and EC teachers are co-planning and co-teaching with CORE teachers. EC uses the Spire curriculum during ELT. ESL uses the Kinsella curriculum during ELT.

ESL, EC, AIG, and curriculum specialists are co-planning and pushing into the classrooms to co-teach.

COVID disrupted the implementation

9/22/18	Once a month during Kid Talks, teams and/or grade levels will review screening and progressing monitoring data, along with other sources of information, to reinforce a continuous process of assessment and instructional change. The teams will make decisions about the need for more intensive or less intensive intervention based on progress monitoring data. Actions will be documented in the CMS 2020-2021 Tier 2/Tier 3 Intervention Spreadsheet.		Chad Morgan	06/15/2021
<p><i>Notes:</i> 12.8.20. Kid Talks have not occurred in the traditional sense. At-risk lists were provided so all failing students (and associated parents) would be aware and have ample time to complete missing assignments before end of Q1. Departments were meeting (EC, ESL, GL with specialists) to discuss specific students, however, most conversations applied to attendance and Core. Assessment and instructional change did not occur during Plan C. A parent conference day was held November 3, 2020.</p> <p>Kid Talk: Oct 25, Nov. 22 Vertical Content Planning time was used to identify student data and reorganize ELT groups according to math focus. MTSS Implementation team members were involved in the decision making process and offered support.</p> <p>Kid Talk: Jan 31; Feb 28;</p> <p>COVID interrupted the implementation</p>				
9/22/18	Students at and beyond the needs of Tier 2 will be identified and MTSS Implementation Team will work with teachers to create tier plans for addressing Tier 2 and 3.		Molly Upchurch	06/15/2021
<p><i>Notes:</i> MTSS Implentation Team met on Sept 12, October 10, and November 14. The team problem-solved for four students. One student has relocated. One 7th grader has been referred for EC. A 7th grader is continuing on a Tier 3 plan with a slight change in his academic goals and behavior plan. An 8th grade student is being monitored at Tier 2 in both Spanish and English acquisition.</p> <p>MTSS Implentation Team met on Dec 12, Feb 13.</p> <p>COVID interrupted the implementation of tired support plans for students.</p>				

	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Regular education teachers and special education teachers are routinely collaborating regarding students with special needs. This collaboration would in turn impact lesson plans and instruction. Differentiation, including accommodations and modifications, would be visible in classrooms. Specials teachers will also be able to identify students with special needs in their classrooms and their specific learning and behavioral needs.	Limited Development 09/22/2018			
<i>How it will look when fully met:</i>	Regular education teachers and special education teachers are routinely collaborating regarding students with special needs. This collaboration would in turn impact lesson plans and instruction. Differentiation, including accommodations and modifications, would be visible in classrooms. Specials teachers will also be able to identify students with special needs in their classrooms and their specific learning and behavioral needs.		Ashley Purgason Charles	06/15/2022	
Actions			1 of 7 (14%)		
9/11/19	Special education self-contained teachers will be using Unique for teaching and learning. Resource teachers will be using Spire program during ELT with 6-8 students identified during PLC data time.	Complete 05/27/2020	Ashley Purgason Charles	06/13/2020	
<i>Notes:</i> 12/10/19 ongoing					
9/22/18	General Education teachers meet with Special Education teachers once a week during content PLCs with to create co-teaching lesson plans.		Sawyer Cranford	06/15/2021	
<i>Notes:</i> Teachers have a schedule provided by the Curriculum Coach for established meeting times. 12/10/19 EC teachers are planning with their co-teachers once a week COVID has interrupted the implementation of this action step					

9/22/18	Self-contained Special Education teachers meet once a week during PLC to plan lessons using Unique program.		Sawyer Cranford	06/15/2021
	<p><i>Notes:</i> Teachers have been provided a schedule by the Curriculum Coach with established meeting times.</p> <p>12/10/19 Weekly meetings</p> <p>COVID has interrupted the implementation of this action step</p>			
9/22/18	Kidtalk will occur once a month with all related services during grade level meetings to plan ELT time to address areas of struggle.		Ashley Purgason Charles	06/15/2021
	<p><i>Notes:</i> 12/10/19 Occurred on 10/25, 11/22</p> <p>COVIS has interrupted the implementation of this action step</p>			
9/22/18	Regular Education and Special Education teachers are sharing their lesson plans with one another in Planbook.		Ashley Purgason Charles	06/15/2021
	<p><i>Notes:</i> 12/10/19 There have been some frustrations with sharing through Planbook. Teachers have used google docs</p> <p>5/27 COVID has forced teachers to work together virtually to support student learning. Teachers are sharing lessons and EC teachers are meeting weekly to help support students with assignments.</p>			
9/22/18	Special Education teachers are sharing their student's accommodations and modifications with all teachers necessary (Regular, ESL, Specials).		Ashley Purgason Charles	06/15/2021
	<p><i>Notes:</i> EC Teachers will updates accomodation's sheets for teachers after IEP meetings.</p> <p>12/10/19 Accommodations and Modifications have been shared by EC Teachers with Regular Education Teachers. There are some concerns about whether they have been shared with all Specialists.</p>			
9/29/18	Adminstration reviews lesson plans provides feedback weekly through Planbook.		Ashley Purgason Charles	06/15/2021

Notes: 12/10/19
Administration Checking for completion.

COVID has interrupted the implementation of this action step.

	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:		- ASIS has created MTSS Committee that meets with school level chairs to create tiered behavior resources - ASIS has hired behavior intervention support personnel to work with teacher with tiered interventions - MTSS chair meets with teachers monthly to discuss struggling learners and create plans to address behavioral needs. - Communities in Schools (CIS) has been contracted to provide 20 contact hours a week to work with identified students needing emotional support in small group settings - Insight NC has been contracted to provide emotional support to identified students in small group settings - Guidance counselor provides small group intervention groups with students identified as needing emotional supports - teachers create tiered behavioral plans to help address emotional needs in the regular classroom		Limited Development 04/11/2016		
How it will look when fully met:		Documentation of MTSS problem solving sheet will be used when creating a behavior plan for tier 2 or 3 students.			Abby Bishop	06/15/2022
Actions				4 of 7 (57%)		
	9/29/18	All Staff will be trained by Dispute Settlement Center on the implementation of Tier I Circles.		Complete 10/08/2018	Abby Bishop	09/14/2018
<i>Notes:</i>		This training was completed on Aug 15. Staff attended the training and was trained in Relationship Circles.				
	9/13/16	Share contents of CMS MTSS folder with CORE teachers. Prioritize Contents: Behavior problem solving protocol and flowchart for tiered support Existing behavior plans Who “drives” and monitors the process: Team/HR teacher		Complete 10/08/2018	Molly Upchurch	10/16/2018
<i>Notes:</i>		During MTSS meeting with grade levels the MTSS teacher shared the problem solving process with all teachers.				
	9/10/19	Teachers will be trained on CHAMPS to implement in the classroom to support positive classroom environment.		Complete 01/27/2020	Chad Morgan	01/25/2020

Notes: Core teachers attended CHAMPS workshops at the beginning of the school year.

Specialist teachers attended CHAMPS workshop in October.

9/10/19

Teachers will participate in book study, Hacking Discipline, to understand importance of classroom management and relationship building within the classroom.

Complete 05/27/2020

Chad Morgan

04/25/2020

Notes: Staff meetings once a month are being utilized to work through our staff book study. This book is reinforcing our Restorative Practices and there has been great conversation during our meetings.

2/10/202 Teachers are continuing with the book study during staff meeting. We will finish with the book study by April.

5/27 Teachers completed the Hacking discipline book study virtually. COVID interrupted the school year but as a staff we were able to complete the study.

9/13/16

Scheduled meetings with MTSS Implementation Team for additional support with Tier 2 and Tier 3 students

Abby Bishop

06/01/2021

Notes: Teachers will be able to add and remove students from problem solving as needed.

12/10/2019

TSS Implementation Team met on Sept 12, October 10, and November 14. The team problem-solved for four students. One student has relocated. One 7th grader has been referred for EC. A 7th grader is continuing on a Tier 3 plan with a slight change in his academic goals and behavior plan. An 8th grade student is being monitored at Tier 2 in both Spanish and English acquisition.

MTSS Implementation Team met on December 12 and February 13. The team problem-solved for four students.

COVID interrupted the support plans for students identified during previous meetings.

9/19/16

Restorative practices - Circles will be continued during Extended Learning Time as a Tier I process for social and emotional growth. Circles will be implemented on Mondays and Fridays.

Abby Bishop

06/09/2021

Notes: 12/10/19

Circles completed each Monday and Friday through the month of November. Support staff and experienced teachers teamed with new teachers to model and lead circles within the first month of school.

The scheduled changed at semester and circles are not being implemented consistently as teachers grapple with the change of schedule

5/27 COVID has disrupted the implementation. Teachers are scheduling weekly circles through Zoom.

9/29/18

Leadership Team will monitor Circles through walkthroughs and provide support with implementation through monthly faculty circles.

Chad Morgan

06/15/2021

Notes: Administrative team has conducted walkthroughs in the months of September, October, and November. The team has provided support for new or struggling teachers. Faculty circles were led during Aug/Sept/Oct staff meetings.

Schedule change has forced teachers to try and find way to implement circles in regular class time.

COVID disrupted the school year.

	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>			Currently, we have a Title I required a transition meeting for rising 6th graders and parents.	Limited Development 09/22/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			CMS implements an Orientation Plan for rising 6th graders in the spring of each year. CMS actively has quarterly grade level meetings in the gym with the principal to discuss academic and behavioral goals. CMS works with the high school to introduce 8th-grade students to the administration and work through the high school class registration process. CMS actively works to close the social capital gap between low-incoming students and their peers through college/career advising.		Chad Morgan	06/15/2021
Actions				3 of 4 (75%)		
	9/22/18	College/Career activities implemented 3-5 x yearly, to include but not limited to: College Visitation Field Trips Career Cruising College Fair Career Day	Complete 05/01/2019	Katie Lindley	05/15/2019	
<i>Notes:</i>						
	9/22/18	Students meet in grade levels once a quarter in the gym with the principal to discuss academic and behavioral goals for the nine weeks.	Complete 06/07/2019	Carrie Smith	06/15/2019	
<i>Notes:</i>						
	9/22/18	The high school principal and guidance department meets with 8th graders during second semester to discuss high school class offerings and register students for 9th grade.	Complete 04/15/2020	Molly Upchurch	04/15/2020	

Notes: The high school admin and guidance department met with 8th graders to discuss HS programs and registration for freshman classes have been completed.

Mrs. Bishop was able to meet with some 8th graders before the school closure on 3.13.20. All students were able to register for high school classes online during school closure.

9/22/18 CMS staff travels to feeder schools to talk with rising 6th graders and share pertinent information. Rising 6th grade students visits CMS to orient and ease transition of entering a new school.

Chad Morgan

05/15/2021

Notes: Due to school closure, transition meetings will not occur in person.

Implementation:

08/12/2019

Evidence

8/12/2019 See resource folder for Future Leader day and transition information.

Experience

8/12/2019 We hold 5th-grade transition meetings and visits. The guidance department has a college and career preparation program. 8th graders participate in high school transition plan beginning in February.

Sustainability

8/12/2019 Continue transition meetings.

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers meet to discuss students and the struggles within the classroom. Teachers meet with a specialist to create plans to help students be successful. There is little progress monitoring that occurs after the plan is created and there is not consistently follow through during Extended Learning Time to ensure students are receiving more than Core instruction.	Limited Development 09/22/2018			
<i>How it will look when fully met:</i>	Students will be screened and evaluated using NC Check-Ins, STAR, and the PowerSchool At-Risk Assessment Inventory as evidenced by shared district assessment calendar, CMS calendar and the CMS 2018-2019 Tier 2/Tier 3 Intervention Spreadsheet. PLCs will evaluate and establish decision rules to appropriately alter environment, instruction, or intensity for the learner.		Molly Upchurch	06/15/2022	
Actions		0 of 6 (0%)			
10/3/19	Stakeholders will meet in monthly KidTalks to discuss data of our subgroups and adjust tier plans to address areas of learning need.		Chad Morgan	05/25/2021	
	<p><i>Notes:</i> The next Kid Talk will be Oct. 25.</p> <p>5/27 Kid Talk meetings were held monthly until second semester began. We continued with Kid Talks but the focus was not about creating ELT groups, but supporting teachers in the core classroom.</p> <p>Meetings were suspended due to school closure 3.13.20. Staff Will continue this indicator for 2020-21</p> <p>COVID disrupted implementation.</p>				
9/22/18	NC Check-Ins will be administered 3 x yearly (Oct/Jan/March)		Carrie Smith	05/28/2021	
	<p><i>Notes:</i> 12/10/19</p> <p>1. Reading NC Check-In Oct 22 2. Math NC Check-In Oct 23</p> <p>COVID disrupted testing</p>				

9/22/18	STAR screening will be administered 3 x yearly (Sept/Jan/March)		Molly Upchurch	05/28/2021
<p><i>Notes:</i> Math/Reading STAR completed by Sept 20</p> <p>Students are progressed monitored on a monthly basis</p> <p>COVID disrupted testing</p> <p>5/27 We have planned for students to participate in STAR assessment from home during At-Home Learning. We are aware not all students will be able to participate.</p>				
9/22/18	Powerschool At-Risk Assessment and surveys will be utilized monthly for behavior screenings.		Abby Bishop	06/15/2021
<p><i>Notes:</i> 12/10/19</p> <p>Risk assessments pulled from Powerschool: 25 students marked Red Alert (grade risk and attendance risk); 19 students marked High Alert (less severe yet still a grade and attendance risk)</p> <p>5/27 During COVID the guidance counselor has sent out surveys to students as a check-in. The guidance counselor has used information prior to COVID and teacher feedback to share a report with high school on 8th graders that may be at-risk entering their freshman year.</p> <p>Staff will continue this indicator for 2020-21</p> <p>COVID disrupted implementation.</p>				
9/22/18	MTSS Implementation Team will meet once a month during Kid Talk to review data and make appropriate changes to Tier plans for students during Extended Learning Time. Changes will be documented in the MTSS grade level spreadsheet.		Molly Upchurch	06/15/2021
<p><i>Notes:</i> 1. Sept Kid Talk cancelled due to Achieve 3000 PD for AVID teams.</p> <p>Next Kid Talk - Oct 25. student groups were reviewed and changes made based on the needs of the students.</p> <p>COVID disrupted implementation</p> <p>Staff will continue this indicator for 2020-21</p>				

9/22/18	STAR Progress Monitoring will occur after 6 weeks of Tier 2 instruction in Math and Reading. Decisions to move Tiers will be based on student's response to instruction.		Molly Upchurch	06/15/2021
<p><i>Notes:</i> 1. STAR Progress Monitoring - Nov 4-8 Intervention spreadhseet introduced and completed with math teachers during Vertical Math Planning Day on November 19. New ELT groups for reading and math were implemented week of December 8.</p> <p>COVID disrupted implementation.</p> <p>Staff will continue this indicator for 2020-21</p>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		<p><i>Initial Assessment:</i></p> <p>We meet regularly with ASIS support staff (once a month) to review data and discuss successes and areas of concern. ASIS completes monthly walkthroughs to provide feedback on instruction in the areas of concern. There is support provided by contract employees to provide administrative support in the implementation of AVID and mentoring. Support is provided in lesson plan reviews. We also have support in the area of blended learning.</p>	Limited Development 09/22/2018		
		<p><i>How it will look when fully met:</i></p> <p>The academic data will reflect a positive trend in growth and proficiency. The school will no longer be labeled as low performing.</p>		Chad Morgan	06/15/2020
Actions					

<i>Notes:</i>

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:		We currently have a Site Based team (Leadership Team) that consist of the administrative team, teachers, support personnel, and parents. We will be adding an additional meeting to our monthly meeting to meet the required bi-monthly meetings for next school year.	Limited Development 04/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The School Leadership Team will meet twice a month to monitor the school improvement process. Instructional teams , which include department (quarterly), grade level (monthly), and team (weekly) PLCs, will review implementation of effective practices and student data. ??Walk throughs???		Jennifer Gibson	06/15/2021
Actions			2 of 4 (50%)		
	9/13/16	Nominate and select members of the School Improvement Team	Complete 09/29/2017	Chad Morgan	09/30/2017
		<i>Notes:</i> Team members were voted on by colleagues. All areas have representation. We have parent representation from 6th grade. We continue to seek parent representation for all grade levels.			
	9/13/16	Establish a meeting schedule for PLCs to meet regularly.	Complete 08/31/2017	Chad Morgan	09/30/2017
		<i>Notes:</i> We have made changes to our PLC schedules to have core meeting on a weekly basis.			
	9/13/16	Minutes will be kept for each PLC meeting and submitted to administration.		Ashley Purgason	05/26/2021
		<i>Notes:</i> Minutes were submitted through google docs to the principal for PLC and Quarterly department meeting			
	9/13/16	Establish PLC roles and responsibilities among individual PLCs.		Chad Morgan	09/30/2021
		<i>Notes:</i> Carrie has created roles and responsibilities for each department with the help of the Ms Purgason.			
Implementation:			09/22/2018		
	Evidence	5/21/2018 Agendas and minutes are located in common google grade level folders.			
	Experience	5/21/2018 A schedule was implemented and followed throughout the year for each grade level.			
	Sustainability	5/21/2018 Continue to meet with PLC groups next year.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administration will monitor the use of intervention time through walkthroughs and lesson planning. Teachers will use STAR to track data for targeted groups to ensure strategies are impacting student learning.	Limited Development 10/11/2017		
<i>How it will look when fully met:</i>		<p>The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</p> <p>Evidenced By:</p> <p>Common Data Sheet</p> <p>Planbook</p> <p>MTSS spreadsheet</p>		Molly Upchurch	06/07/2022
Actions			0 of 5 (0%)		
	10/11/17	Targeted Groups are created based on formative and summative assessment data. Groups are revisited every nine weeks during Kid Talks.		Ashley Purgason Charles	06/07/2021

Notes: Using STAR data grade levels and support staff will meet to group students.

During the weekly PLC teachers will be analyzing data to create targeted groups.

Continue to 2018/19

12/10: Targeted groups are created and modified as needed during quarterly planning time.

5/27 ELT was discounted for the Second semester. The time was put into the core classroom.

9/18/18 Teachers will use Achieve 3000 and ALEKS to address learning needs during Extended Learning Time.

Carrie Smith

06/07/2021

Notes: 12/10: Teachers use Aleks and math boards for Math, Achieve 3000 for Reading and Kinsella for ELA and ESL.

5/27 ELT was discontinued for the second-semester or school. Teachers were given additional time in the core classroom.

10/11/17 During common planning, instruction teams review student learning data from formative and summative assessments and use that data to make informed decisions about ELT content and delivery.

Ashley Purgason
Charles

06/08/2021

Notes: All staff will now be meeting based on the school wide schedule provided by Carrie Smith weekly.

Continue to 2018/19

12/10: This no longer applies.

5/27 ELT was discontinued during the second semester

10/11/17 Students will be provided with support personnel (reading specialist, math specialist, counselor, , instructional assistants, CIS, ESL, EC, and AIG) based on feedback from students and STAR data.

Carrie Smith

06/08/2021

Notes: Choice bus and challenge day will not take place. Abby Bishop will creating a variety of groups to meet multiple needs.

Continue to 2018/19

12/10: Groups have been created for support personnel and are meeting daily or weekly.

5/27 ELT was discontinued during the second semester of school.

9/10/19 Administration will monitor the effectiveness of ELT time through walkthroughs and data review and provide feedback to make adjustments to ELT.

Chad Morgan

06/13/2021

Notes: 5/27 ELT was discontinued during the second semester of 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
Initial Assessment:		Administration created a walkthrough form to use on a regular basis to provide feedback to teachers. Administration completes required observations and provides feedback on observed lessons. Administration completed pre-summative evaluations to provide additional teacher feedback. Administration has teachers submit lesson plans through an online system. Administration needs to create a schedule with a set number of walkthroughs and feedback to be completed monthly.	Limited Development 04/11/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The administration will complete regular walk-throughs formal/informal observations and provide written feedback on a weekly basis. Teachers will utilize the WICOR lesson plan template to plan rigorous instruction in the classroom and submit lesson plans through Planbook. The administration will monitor and provide weekly written feedback to teachers based on plans submitted in Planbook.		Ashley Purgason Charles	06/15/2022
Actions			2 of 6 (33%)		
9/13/16	Administration will follow the District Observation Calendar and provide written feedback on formal/informal observations.		Complete 05/25/2018	Chad Morgan	05/25/2018
<i>Notes:</i>		First round of observations have been completed and feedback has been provided to teachers to help encourage and improve instructional practices.			
9/13/16	Leadership team will complete a minimum of 4 AVID learning walks a week and provide written feedback to teachers.		Complete 06/04/2018	Chad Morgan	05/25/2020

Notes: Administration has completed walkthroughs and reviewed walkthrough information. Administration needs to find a way to provide individual feedback on the walkthroughs

Continue to 2018/19

10/3/19 Teachers will attend ongoing training on the implementation of WICOR progression sheets.

Molly Upchurch

05/25/2021

Notes: 12/10/19

Teachers attend monthly PLC meetings which include peer observation, staff development, individual goal setting.

We have implemented an AVID strategy of the month to help with the implementation of WICOR strategies across the school.

Training is provided on each AVID strategy and walkthroughs provide informal feedback on the strategy's implementation. Student work demonstrating the strategy is displayed in front lobby.

COVID disrupted the implementation of this action step
Staff will continue this indicator for 2020-21

10/3/19 Craig Bennett with ALP will work directly with ELA teachers to focus on unit planning to increase rigor in the classroom.

Carrie Smith

05/25/2021

Notes: 12/10/19

ELA teachers work with Craig Bennett to implement the WICOR progression sheets as part of their planning process.

COVID disrupted the implementation of this action step. We missed our last in-person training with Craig Bennett. Staff will continue this indicator for 2020-21

9/13/16 Administration will provide weekly feedback on lesson plans through Planbook

Ashley Purgason
Charles

06/13/2021

Notes: Teachers submitted lesson plans weekly and feedback was provided through the use of Planbook.

12/10/19

Nancy Guzman, school consultant, is working with teachers and administrators on lesson plan feedback.

COVID disrupted the implementation of this action step. Staff will continue this indicator for 2020-21

10/3/19 Teachers will utilize the WICOR lesson plan template to submit lesson into Planbook

Ashley Purgason
Charles

06/13/2021

Notes: 12/10/19

The template has been shared with staff to use with lesson planning. The reading specialist meets weekly with ELA teachers for planning, the math specialist plans with MATH teachers, and the curriculum coach plans with Science and Social studies teachers.

COVID disrupted the implementation of this action step. Staff will continue this indicator for 2020-21

Implementation:

09/22/2018

Evidence

6/4/2018 Using google survey and emails to collect walkthrough data. Weekly feedback through Planbook.

Experience

6/4/2018 Ensuring administrative team is completing walkthroughs and providing meaningful feedback

Sustainability

6/4/2018 Administrative team creates a schedule for reviewing lesson plans on a weekly basis and providing feedback to support teacher growth.

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers are using online programs and resources to engage students in a hybrid learning environment. All students are assigned a 9 weeks course to reinforce learning using online program. We have a 1:1 learning environment and many teachers are using google classroom to provide a hybrid classroom.	Limited Development 09/22/2018		
<i>How it will look when fully met:</i>		<p>***2020-2021 Area of Focus for Chatham Middle.</p> <p>Full implementation is a learner-centered environment where students are actively engaged in individualized learning pathways towards college and career readiness. Technology tools will be utilized to enhance the learning process as well as extend knowledge beyond the classroom walls.</p>		Katie Lindley	06/15/2021
<i>Actions</i>			2 of 6 (33%)		
	9/29/18	Review Content Area and Grade Level PLC expectations with staff members	Complete 10/08/2018	Chad Morgan	09/25/2018
	<i>Notes:</i> Curriculum Coach met with all core teachers to share expectations and meeting dates.				
	9/22/18	Each staff member Digital will implement a minimum of one blended learning unit once per quarter during the 2019 -20 school year.	Complete 10/08/2018	Chad Morgan	09/28/2018
	<i>Notes:</i> All teachers have completed their PDP goals to include digital learning for this school year. Teachers will be provided training on Canvas.				
	12/8/20	Provide additional support to students who have been unable to access the online platforms and have been receiving instruction though printed packets bi-weekly		Chad Morgan	06/10/2021
	<i>Notes:</i> 12.8.20 When students return F2F we will begin supporting students who have been receiving packets.				
	9/22/18	Teachers will utilize the one to one initiative to engage students with appropriate online platforms: Canvas or Google Classroom.		Chad Morgan	06/15/2021

Notes: 12.8.20. Teams and grade levels prioritized components of the online platforms to create guidelines to use for Virtual and Plan B; Google classrooms have been organized across grade levels and teams to make it more accessible for students, families and support staff; With our next parent and student surveys we would like to check to see if there has been a change in accessibility of materials.

5/27 COVID has forced all teachers to implement virtual learning using google classroom or Canvas.

9/22/18 Teachers will enhance instruction from the conveyor to a facilitator of learning through personalized learning, which will increase collaboration.

Chad Morgan

06/15/2021

Notes: 12.8.20 Some members of our staff are providing small group instruction to address personalized learning needs; We are also using Edmentum (self-paced) as a personalized learning platform. Staff will be undergoing Achieve 3000 training to help with personalized learning in the areas of ELA (and also SS/SCI if chosen to). ALEKS and Reveal Math Platform is being used in the Math department.

5/27 COVID has forced the school to create At-Home learning packets that are similar for all students. We have used Achieve3000 for SS and Science. This allows students to work at their Lexile level. ALEKS has been used for math online assignments. All math work is at grade level. ELA has been using a choice board, which allows students to complete assignments of interest. All work must be replicated for students not connected to internet at home.

9/2020 Teachers meet several times weekly for synchronous instruction and provide activities for asynchronous learning. Packets and communication with the teacher are happening for students without internet access.

9/22/18 Teachers will extend learning opportunities through use of new and innovative, 21st century technology.

Theresa Joyner

06/15/2021

Notes: 12.8.20. Staff members have used a variety of tools including FlipGrid, EDU Breakouts, Screencastify, Sworkit, Sight Reading Factory, Kami, Gizmo, EDPuzzle, Brainpop and VR Kits.

5/27 Teachers have participated in virtual PD to support At-Home learning. Unfortunately, COVID forced our teachers to miss in-person blended learning PD with Craig Bennett.

9/2020

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2017-18: Information is shared about the various activities that are happening at school through social media, weekly bi-lingual calls to parents, school calendar events, and parent nights. A parent resource, The Middle Years, is sent monthly to share parenting strategies and resources. We need to reorganize our parent nights to provide detailed information about how to better assist their students at home instead of a showcase of completed work.	Limited Development 04/11/2016		
<i>How it will look when fully met:</i>			<p>***2020-2021 Area of Focus for Chatham Middle.</p> <p>Communication with the home is frequent, transparent, and useful. Parents feel welcome in our school and are able to both give and receive information so students are successful. Our demographics necessitate that communication is available in Spanish. This includes daily office interactions, phone calls, and written materials.</p> <p>Academic information is regular and formative. Students can communicate with their families about their academic progress in a way that highlights growth and focuses on goals for the future. Parent nights are interactive and work to empower parents to be active participants in their child's education.</p> <p>Student behavior information is prompt and positive behavior is celebrated. Negative behavior is addressed through phone calls home, team conferences, and home visits.</p> <p>The school-community-home connection is invaluable. CMS works together with community organizations to provide information about events and resources. We invite community members to participate in school life through visiting and volunteering. We work very closely with partners such as Community In Schools to help students be successful in life. We participate in community events-both as a school and as community members.</p>		Theresa Joyner	06/15/2021
<i>Actions</i>				6 of 13 (46%)		
		1/29/18	Title I funds will be used to employ a full-time translator/interpreter to help with school-parent communication.	Complete 08/28/2018	Chad Morgan	09/04/2018

	<i>Notes:</i> We have used Title I funds to hire a bilingual interpreter.			
9/16/16	Bilingual Staff: Having bilingual staff is a priority. Outreach is made to bilingual applicant pool.	Complete 09/22/2018	Chad Morgan	09/30/2018
	<i>Notes:</i> We have hired a bilingual interpreter with the use of Title I Funds. We have brought 4 new Visiting faculty to our staff to support DL program. We added one new ESL position.			
9/16/16	Student-led parent conferences: All students will be able to explain their growth to significant individuals within the school community, including teachers, parents, and district leadership. Teachers will allow all students the opportunity to express and in depth understanding of their academic success and future growth.	Complete 03/11/2019	Ashley Purgason	03/01/2019
	<i>Notes:</i> Held Student-led Conferences on 10/30. Second Semester Student Led conferences have not been rescheduled. The teacher workday was used for snow makeup day. 3.11.19 Second semester student led conferences will not occur.			
9/16/16	Parent Nights: Parent nights will shift from strictly informative meetings to interactive meetings with activities for parents to do with their children. Each team will have one per semester.	Complete 05/13/2019	Chad Morgan	05/01/2019
	<i>Notes:</i> Every school team has held a parent night during the first quarter. Title I Parent Night was held on 9/28.. Student Led Conferences. 4/2/ Curriculum Night was a success. Parents visited several stations of their choice followed by dinner. Stations were led by our teachers and other staff. Continue to 2018/19			
9/16/16	International Fair This event is held to showcase the diversity of the culture in the school. There are also partners who come in to participate.	Complete 05/13/2019	Chad Morgan	06/01/2019
	<i>Notes:</i> This has become on of our annual events well attend by our school community. We hosted International Family Night on 5/10. We have many countries represented that make up our school community along with several Chatham County Services represented.			

9/22/18	Title I funds will be used to purchase Positive Praise Cards to build positive communication with teacher-parent about student progress and behavior.	Complete 06/15/2019	Ashley Purgason Charles	06/15/2019
<i>Notes:</i> Teachers submit parent contact logs quarterly to track positive parent contacts.				
9/16/16	Agenda: The agenda will be used as a two-way communication between parents and teachers. Students will write their homework daily, giving parents a routine place to see this information.		Chad Morgan	06/08/2021
<i>Notes:</i> All students were given an agenda at the beginning of the school year. This is part of the AVID Binder Check and it is checked weekly. COVID has forced an interruption to the implementation of the action step 12/10/19 Students are regularly recording their homework in their agendas . Since Talking Points started, agendas have not been used as much for two-way communication.				
1/9/20	All teachers will use the Talking Points application for parent communication.		Katie Lindley	06/08/2021
<i>Notes:</i> 12.8.20 All teachers are using Talking Points regularly to communicate with families. Overall, Talking Points is working great and parent communication has significantly increased since implementation. There are some concerns with phone numbers not being correct in Powerschool. 12/10/19 Teachers are using Talking Points to communicate with families. 5/27 TalkingPoints has become the main resources for communicating with parents during AT-Home Learning due to COVID 8.17.20. Talking points will update to powerschool class lists. Teachers will continue to use TP as one main source of communication.				

9/16/16	Bilingual home communications:(Middle School Years) Communication happens with families in their preferred language. Weekly announcement phone calls are bilingual. A bilingual monthly newsletter (Middle School Years) is sent home and offered online. Every teacher records parent communication in a log. This includes phone calls about positive behavior, not just negative behavior.		Chad Morgan	06/09/2021
<p><i>Notes:</i> English https://docs.google.com/a/chatham.k12.nc.us/viewer?a=v&pid=sites&srcid=Y2hhdGhhbS5rMTlubmMudXN8cmFtcy1jb3Vuc2VsaW5nfGd4OjFiYTcwZGZiMGYzMmE2MWI Spanish https://docs.google.com/a/chatham.k12.nc.us/viewer?a=v&pid=sites&srcid=Y2hhdGhhbS5rMTlubmMudXN8cmFtcy1jb3Vuc2VsaW5nfGd4OjViYjE1NjFkNTlyOGRIMTM</p> <p>Weekly phone calls are being sent in English and Spanish via Messenger.</p> <p>A newsletter is being sent monthly in both English and Spanish.</p> <p>12/10/19 Middle School Years, Phone calls, other materials sent home in both languages. Recent Chorus Concert and PTA Membership Drive posted in both languages. Working to make electronic sign messages bilingual.</p> <p>COVID has forced an interrupting to this action step. We are not sending home paper copies to students.</p>				
9/20/20	Use CMS social media to communicate with families about various initiatives and activities within the school and the community.		Ashley Purgason Charles	06/10/2021
<i>Notes:</i>				
12/8/20	*New* Use CMS social media to communicate with families about various initiatives and activities within the school and the community.		Britni Brefka	06/10/2021
<p><i>Notes:</i> 12.8.20 We are currently using Facebook and Twitter to provide updates. Twitter updates directly to the Chatham Middle website as well. We have seen an increase in parent/community interaction this year via our CMS Facebook page.</p>				
9/22/18	Establish Family Nights with Morgan as an opportunity for parents to provide input in feedback. Mr. Morgan will meet in designated areas within the community.		Chad Morgan	06/15/2021

Notes: 12.8.20 Due to COVID and in-person limitations, we have postponed these events. Team wants to coordinate these through the Parent-Community Engagement Committee.

12/10/19

We will be working to start the Parent-Community Engagement Committee in January at Bojangles. This will work in conjunction with the planned Monday's with Morgan.

COVID has forced an interruption to this action step. We are not meeting in person at this time.

When families return to school, we will establish safe meeting practices.

9/22/18

Establish Parent -Community Engagement Committee to encourage parent involvement within the school community. This committee will incorporate school, parents, and Communities in Schools to help meet the needs of our parents.

Ashley Purgason
Charles

06/15/2021

Notes: 12.8.20 Due to COVID, we are still working on establishing this team. We are considering joining this committee with our current Parent Teacher Association.

12/10/19

We will be working to start the Parent-Community Engagement Committee in January at Bojangles. This will work in conjunction with the planned Monday's with Morgan.

COVID has interrupted the implementation of this action step.

	E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school sends home required Title I documents in both English and Spanish. We do not have a consistent way of sharing information from grade level to parent.	Limited Development 09/22/2018		
<i>How it will look when fully met:</i>		All Title I and school documents are shared within a timely fashion in both Spanish and English. Ongoing communication throughout the school year between school and families is delivered digitally and a consistent process used by all grade levels.		Chad Morgan	06/15/2021
Actions			7 of 9 (78%)		
9/22/18		Title I Parent Meeting held within the first 30 days of school.	Complete 09/14/2018	Chad Morgan	09/28/2018
<i>Notes:</i>					
9/22/18		Parent involvement and policy are shared within the school policies and procedures handbook and sent home in Spanish and English and added to the school website for digital access.	Complete 10/22/2018	Theresa Joyner	10/15/2018
<i>Notes:</i> The parent involvement policy has been shared with parents through the School Handbook.					
9/22/18		Mission and vision are read over the school announcements weekly and posted within the school.	Complete 06/14/2019	Chad Morgan	06/15/2019
<i>Notes:</i>					
9/22/18		Positive Parent Contact Logs are submitted quarterly to Administration to track home-school contacts.	Complete 06/14/2019	Chad Morgan	06/15/2019
<i>Notes:</i>					

9/22/18	Class syllabi are distributed at the beginning of the school year to communicate classroom expectations in Spanish and English.	Complete 10/18/2019	Katie Lindley	09/15/2019	
<i>Notes:</i> Class syllabi were sent home at the beginning of the school year by all teachers to parents in both languages.					
9/22/18	Title I Parent/School Compact are distributed within the first 30 days of school	Complete 10/22/2018	Chad Morgan	09/28/2019	
<i>Notes:</i> Parent Teacher Compacts have been distributed to parents and should be returned to homeroom teachers.					
9/22/18	Open House is held annually before the start of school for parents and students to meet teachers.	Complete 08/27/2018	Chad Morgan	09/28/2019	
<i>Notes:</i>					
9/9/19	Talking Points will be used as a school-wide communication tool to increase teacher-parent communication to build positive relationships.		Chad Morgan	06/13/2021	
<i>Notes:</i> 5/27 Talking Points has been used as a main source of communication during COVID. It has been a great tool for keeping parents informed. Parent survey has indicated their preferred method of communication is text.					
9/22/18	Agendas are used as a tool for student accountability and parent communication as part of Avid Schoolwide		Katie Lindley	06/15/2021	
<i>Notes:</i> 5/27 COVID has interrupted the use of Agendas as a communication tool for school-home connection.					
	E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Parents are provided bilingual information about student's social and emotional needs.

No Development
09/22/2018

<p>How it will look when fully met:</p>	<p>The school will work with the community to impact parent’s understanding of their child’s social/emotional needs and their role in enhancing their children’s growth. Parents will be provided bilingual information about student’s social and emotional needs. Parents will be invited to Restorative-Conflict circles, as necessary, to support student’s behavior in school. Parents will utilize a Parent Resource Center in order to learn more about their student’s specific social/emotional needs and our school.</p>		<p>Abby Bishop</p>	<p>06/15/2021</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>9/22/18</p>	<p>Title I Funds will be used to establish a Parent Resource Center within the media center to allow parents access school and other resources as needed.</p>	<p>Complete 03/11/2019</p>	<p>Regina Decristofaro</p>	<p>02/15/2019</p>
<p><i>Notes:</i> We have not set the Parent Resource Center up and running. We will work on getting it up and running for parent use by February.</p> <p>3.11.19 Parent resource center is available. Computer will be online April 2.</p>				
<p>9/10/19</p>	<p>Parents will be provide monthly newsletters that address areas on SEL in Spanish and English to support home learning.</p>		<p>Abby Bishop</p>	<p>06/13/2021</p>
<p><i>Notes:</i> COVID has interrupted this action step. We are not sending home paper copies at this time.</p>				
<p>9/22/18</p>	<p>Restorative Practices- Relationship Circles will occur twice a week, once on Monday and once on Friday, during Extended Learning Time.</p>		<p>Abby Bishop</p>	<p>06/15/2021</p>

Notes: Students will begin and end each week in circles.

12/10/19

Relationship circles are happening weekly on Mondays and Fridays.

5/27 COVID has interrupted this action step. Teachers are providing time once a week to support students virtually through Zoom.

9/22/18

Restorative Practices- Conflict Circles and mediation will occur as needed following direct office referrals, including suspensions. Parents will be required to participate in conflict circles with their child.

Ashley Purgason
Charles

06/15/2021

Notes: 12/10/19

Conflict Circles are occurring after every suspension related to fighting.

COVID has disrupted this action step

9/22/18

Communities in Schools Groups- Level 2 Services will continue to support students, families and our community.

Tiara White

06/15/2021

Notes: 12/10/19

Level 2 services are continuing at CMS.

COVID has disrupted this action step. Supports are being provided virtually.