Comprehensive Progress Report

Mission: The mission of Harnett Central Middle School is a highly qualified staff who will promote the achievement of all students with parent involvement and community support.

Vision: Our vision is to develop high academic achievement for students in all academic disciplines including participation in the arts, careers, physical education, academic clubs and athletics. Our highly qualified staff will nurture and educate students in a safe environment with parental involvement and community support to ensure the success of all students.

Goals:

Students will demonstrate expected individualized growth on their end of grade tests in mathematics by June of 2022.

Students will show expected individualized growth on their end of grade tests in English Language Arts in June 2022.

The overall student body will achieve 60% proficiency in all tested areas by June 2022.

! = Past Due Objectives   KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**High expectations for all staff and students**			
!		**A1.01**	**The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Clear expectations for discipline, student performance and implementation are communicated to staff and students.	Limited Development 10/28/2021		
How it will look when fully met:			When this objective is fully met, students will be performing at at least 60% percent proficient on benchmarks and final exams. Discipline will be reduced by 20% measured by number of discipline referrals in Educators Handbook.		**Lynn Herring**	**01/21/2022**
Actions				**0 of 2 (0%)**		
	10/28/21		The principal will develop a clear discipline matrix for teachers and hold teachers accountable for following the matrix constantly with all students.		Lynn Herring	06/10/2022
	Notes:					
	10/28/21		The principal directs teachers to indicate on graded assignments with the specific objective being assess so that teachers can better monitor student performance.		Catherine Schwoebel	06/10/2022
	Notes:					

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
KEY **A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Core Content areas develop common assessments to be used by grade level. Weekly Professional Leadership Communities (PLC) were held where teachers shared ideas and resources or met to discussed specific team issues.	Limited Development 10/05/2017		
How it will look when fully met:	Content areas will meet on a weekly basis and keep records of what topic was discussed. Lessons will be built from standards. Units of instruction and assessments will be common across the grade level. Evidence will be provided through: Meeting minutes/notes Lesson plans Assessment data		**Traci Snyder**	**06/15/2022**
Actions		**4 of 5 (80%)**		
10/5/17	Common Assessments will be developed with instructional coach and content area teachers by grade level. Periodic benchmark testing will be conducted to monitor lesson instruction with pacing guide.	Complete 04/18/2018	Traci Snyder	04/25/2018
Notes:	1/31/2018 - Instructional coaches across county are developing content specific benchmark tests to create consistent data across county level. This will give us a greater idea of how aligned instruction is within our school and compared to similar students in the county. 4/18/18 - Monthly common assessments were completed by all 6-8 math teachers. NC Check Ins were used by 6th and 7th grade ELA. Common benchmark assessments were given to grades 6-8 social studies and grade 8 for ELA for quarter 2. Quarter 4 will be the NCFE's and EOG's. 3/12/19 ALL content areas are meeting weekly and creating common assessments. Students are assessed quarterly through state wide NC Check-ins administered to monitor grade level progress in ELA.			
2/6/18	Core subjects at grade level evaluate common assessment data and use evaluation to drive further instruction; Math specific is meeting across grade levels with multiple schools to evaluate student success in math and supporting each other in meeting targets at the same pace and collaborating for future instruction.	Complete 05/24/2018	Amy King	05/24/2018

	Notes:	6/2018 - District initiative math meetings - will continue with those, although in a different way. Vertical meetings - incredibly beneficial to see what other grade levels are doing / focusing on. Common assessment data - digital notebooks never really got going, but would like to continue this into next year. Possibly use digital data notebooks and digital chats to inform parents, hopefully helping with the minimal parent night participation. Student data notebooks can be placed on Google classroom. Students are solely responsible for creating / maintaining their notebooks - students can access the information that THEY need from PowerSchool to input data into their own notebook. Digital notebooks were pulled back on this year due to staff feeling overwhelmed with responsibilities. 3/12/19 Math is no longer meeting county-wide each month, but our school meets with other schools in the county quarterly with a Math focus in 8th grade. NC Check In data and resources are made available to ELA teachers for instruction.			
10/5/17		Lessons for all content areas will be developed with a basis of standard alignment and will be common across grade level.	**Complete 06/05/2018**	Ashley Messer	06/05/2018
	Notes:	1/31/2018 - Content Planning sheet will be modified to include WiseWay sequential indicator to focus on activities, vocabulary and formative/summative assessments for each unit. 6/2018 - Binders were created and teachers submitted ELA - 6th and 7th successfully completed Math - 6th and 7th successfully completed Science - 7th and 8th successfully completed Social Studies - 7th successfully completed - ADD 8TH GRADE AS A SEPARATE ACTION STEP AND COMPLETE 6TH AND 7TH Fine Arts - implemented completely Health/PE - not implemented 3/12/19 For better accessibility, teachers develop lesson plans and place them in a designated bin for visitors in the classroom and monitoring. These plans are developed in the weekly planning for content areas.			

				Implementation Status	Assigned To	Target Date
	10/11/19	ELA is currently using StudySync as a resource for online curricula. Teacher will become proficient in its use and use it regularly by the end of the year.		Complete 06/01/2020	Karen Clark	06/01/2020
	Notes:					
	6/14/18	Students will develop and maintain "Digital Data notebooks" as a result of proper teacher training in this area. These notebooks will include EVAAS data for standardized testing proficiency and growth, and progressive data from either benchmarks or diagnostic tests through a research based program.			Ashley Messer	06/12/2022
	Notes:	This goal was pushed back a year, because whole school implementation has not been reached. However, small pilot teachers have begun to have students create and track their testing progress and are having mini meetings with them about their progress and goals with great success.				

!		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers adopt other teachers plans, either in school or outside of school through online resources. Lesson plans do not follow a standard template and are missing key elements for success.	Limited Development 04/18/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Teachers are required to submit weekly lesson plans into a shared google folder. Plans can be individually styled but must include HCMS non-negotiables: Bell ringer, I do! we do! you do!, closure, NCSCOS objective, and follow the Harnett County pacing guide. A google form is used to check lesson plans and "glows and grows" are reported to individual teachers. The data collected from reviewing the plans is shared with the staff.		Catherine Schwoebel	01/21/2022
Actions				7 of 8 (88%)		
	6/14/18	6th grade lesson plans		Complete 11/22/2019	Robert Benson	12/20/2019
	Notes:					
	6/14/18	7th grade lesson plans		Complete 11/22/2019	Theresa Carver	12/20/2019
	Notes:					
	6/14/18	8th grade lesson plans		Complete 11/22/2019	Morgan Cameron	12/20/2019
	Notes:					

6/14/18	PE/Health Lesson Plans		Complete 11/22/2019	Kim Pearson	12/20/2019
	Notes:				
6/14/18	CTE/Fine Arts		Complete 11/22/2019	Rita Perry	12/20/2019
	Notes:				
9/4/20	Teachers will update and turn in lesson plans that are aligned with the digital expectations of remote learning.		Complete 01/19/2021	Ashley Messer	01/15/2021
	Notes:				
6/11/19	Need to develop lessons that include teacher selected non-negotiables across entire school: 1. Bell Ringer 2. Active Teacher - I do; We do; You do 3. Objectives clear - NCSCOS and EQ 4. Literacy embedded; core vocabulary 5. Formal/Summative Assessments		Complete 04/13/2020	Catherine Schwoebel	06/06/2022
	Notes:				
10/28/21	All teachers will submit lesson plans in the format of their choice highlighting learning focus strategies.			Kenna Willingham	06/10/2022
	Notes:				
Implementation:			10/28/2021		
Evidence	4/13/2022 Evidence has been provided through the upload file folder.				
Experience	4/13/2022 Teachers have submitted weekly lesson plans into a shared drive folder. The lesson plans were reviewed and teachers given feedback. They were asked to incorporate into the plans objective, bellringer, instruction, guided practice and closure.				
Sustainability	4/13/2022. Teachers will continue to submit lesson plans electronically. A six-point lesson plan template was provided that fits the structure of our remote learning platform - guided practice and independent practice.				

	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Students have simple vocabulary instruction once a week. Students complete definitions to words, but the words are not related to contextual evidence.	Limited Development 10/23/2018		
		Priority Score: 3　　　　　Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		All teachers present vocabulary in context during every classroom reading activity. The significance and meaning behind words is discussed and understood because of usage in class. Vocabulary assignments are daily and go beyond simple definitions.		**Catherine Schwoebel**	**06/14/2022**
Actions			**4 of 5 (80%)**		
	10/11/19	SIM Vocabulary Strategies, LINCing Strategies and the Framing Routine have been presented to all core teachers as a means of enhancing vocabulary instruction. Workshops will be held school wide in September and November 2019.	Complete 11/08/2019	Ashley Messer	11/20/2019
	Notes:				
	10/23/18	Daily vocabulary instruction in all content areas - 6th grade	Complete 11/22/2019	Angela Harrell	02/28/2020
	Notes:				
	10/23/18	Daily vocabulary instruction in all content areas -7th grade	Complete 11/22/2019	Ellen Bryce	02/28/2020
	Notes:				
	10/23/18	Daily vocabulary instruction in all content areas - 8th grade	Complete 01/13/2020	Kristen Mills	02/28/2020
	Notes:				
	10/28/21	Teachers and support staff will create displays throughout the school with tier 3 words to expose students to new vocabulary as they travel throughout the school. The displays will be changed quarterly in order to expose students to a greater number of words and definitions.		Traci Snyder	06/10/2022
	Notes:				
Implementation:			01/12/2020		
	Evidence	1/12/2020			
	Experience	1/12/2020 Teachers were trained to use various vocabulary strategies in the classroom - SIM Vocabulary, Framing Routine, and LINCs Strategy			

Sustainability	1/12/2020 - Teachers will continue to teach core vocabulary as it pertains to the standards and objectives for lessons.				

Core Function:	**Dimension A - Instructional Excellence and Alignment**				
Effective Practice:	**Data analysis and instructional planning**				
	A3.02	**Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers record student performance and provide individualized instruction to students with an IEP	Limited Development 10/28/2021		
How it will look when fully met:		When the objective is fully met, EC and regular education teachers will have data from every graded assignment and will use this data to track mastery.		**Manjari Parten**	**09/21/2022**
Actions			**0 of 1 (0%)**		
	10/28/21	EC and regular education teachers will indicate specific objective being assessed on every graded assignment.		Manjari Parten	09/21/2022
	Notes:				
	A3.04	**Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers create common assessments for post testing. 6th and 7th grade complete NC Check-In test for ELA 3 times a year.	Limited Development 10/23/2018		
How it will look when fully met:		NC Check-Ins are used to direct and drive instruction and remediation, specifically in ELA.		**Aaron Baer**	**05/15/2022**
Actions			**0 of 5 (0%)**		
	10/23/18	Complete NC Check-In initial test in ELA		Ashley Messer	03/01/2022
	Notes:				
	10/23/18	Teachers review and use NC Check-In data for student remediation and focus of instruction. 8th grade		Kirsten Anzaldua	03/01/2022

					Assigned To	Target Date
	Notes:	3/19 5 out of 12 ELA teachers checked out NC Check In results and data from Admin to improve class instruction. This particular target needs to be better addressed within PLT's for teachers to access and integrate into instruction.				
	10/23/18	Teachers review and use NC Check-In data in ELA to focus and remediate instruction. 7th grade			Mary Sanders	03/01/2022
	Notes:	3/19 5 out of 12 ELA teachers checked out NC Check In results and data from Admin to improve class instruction. This particular target needs to be better addressed within PLT's for teachers to access and integrate into instruction.				
	10/23/18	Teachers review and use NC Check-In data to focus and remediate student instruction. 6th grade			Jacqueline Jones	03/01/2022
	Notes:	3/19 5 out of 12 ELA teachers checked out NC Check In results and data from Admin to improve class instruction. This particular target needs to be better addressed within PLT's for teachers to access and integrate into instruction.				
	2/26/21	Teachers will create and use common pre and post assessments to drive instruction and to flag students in need of interventions. PLT time will be used to create and analyze assessments.			Ashley Messer	03/01/2022
	Notes:					

		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students complete common assessments in science, social studies, and math. Students will take iReady diagnostics in Math and ELA. Students will take NC Check In's for ELA. ELA teachers will administer the STAR test to determine student's individual reading levels.	Limited Development 10/23/2018		
How it will look when fully met:			Common assessments, iReady diagnostics, and NC Check In's will be completed with integrity and demonstrate accurate student readiness for End of Year exams in all content areas.	**Objective Met**	**Aaron Baer**	**12/11/2020**
Actions				3 of 3 (100%)		
	10/23/18		iReady diagnostics in Math and Reading will be taken to determine individual grade level proficiency.	Complete 01/31/2020	Ashley Messer	03/30/2020

	Notes:	I-Ready Diagnostic in Math and Reading was taken in October 2019 for the beginning of the year data and will be taken again in January 2020 for middle of the year data			
	10/23/18	Common assessments in all content areas will be developed and utilized to adjust instruction.	Complete 03/30/2020	Aaron Baer	03/30/2020
	Notes:				
	10/11/19	STAR Reading level test will be given to help teachers determine the grade level text for each student.	Complete 12/16/2019	Traci Snyder	03/30/2020
	Notes:	STAR reading assessment assigns students a zone of proximal development and instructional reading level. Teachers use it to guide the selection of reading material for whole group and individualized instruction.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		**Student support services**			
KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Core teachers on different grade levels met once a month to discuss vertical alignment. Evidence based learning programs were started, but teacher and student buy-in needs improvement. Students that were identified for needing extra support were removed from the regular classroom setting and placed in small group resource classes.	Limited Development 10/05/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		Students identified as needing extra supports will remain in classes with non disabled peers and have support staff come in to assist classroom teachers with meeting these student's learning targets. Evidence based programs will be incorporated fully with incentives to ensure teacher and student buy-in and promote conceptual growth. Evidence will be provided by: Student IEP data Student assessment data iReady reports	**Objective Met 10/28/21**	**Catherine Schwoebel**	**06/01/2022**
Actions					
	10/5/17	Students will be tested with an evidence based program which will place them according to academic level. Teachers will use the program data and lessons to provide individualized growth plans to each student. Progress will be monitored frequently and incentives will be provided to encourage student buy-in.	Complete 06/08/2019	Ashley Messer	06/08/2019

Notes:	6/2018 - iReady was used as our evidence based program. Expectations were given for diagnositcs and incentives were offered. 6th grade implemented with fidelity. 7th grade were successful based on team expectation. 8th grade did not implement with fidelity. NOT SURE IF WE WILL HAVE IREADY NEXT YEAR - MAKE CHANGES				
6/14/18	Teachers and EC teachers are properly trained on coteaching strategies and requirements.	Complete 12/16/2019	Manjari Parten	12/20/2020	
Notes:	Stacie Wood and Katie Allen are trainers and are able to meet during summer months to help us meet this goal.				
9/4/20	Students will be grouped into tier classes for remediation and acceleration based on data collected.	Complete 06/03/2021	Ashley Messer	06/01/2021	
Notes:					
10/5/17	Students identified as needing extra support will remain in classes with non disabled peers. Support staff will come into these classes and work with classroom teachers to provide extra support to these students.	Complete 06/08/2019	Manjari Parten	06/08/2022	
Notes:	6/2018 - This action step requires teachers for be trained in coteaching and correct identification of students for these specific classes. More information and development is needed.				
6/14/18	Correct students are identified for inclusion and resource classes.	Complete 09/07/2018	Lynn Herring	09/15/2022	
Notes:					
Implementation:		10/28/2021			
Evidence	12/16/2021 Documentation of vertical meetings among cores. Inclusion teachers meet daily to discuss strategies for teaching in the inclusion classroom.				
Experience	12/16/2021 1. Core teachers meet monthly to discuss teaching standards and practices. 2. Students identified as needing extra support are provided with inclusion and resource in Reading and/or Math. Inclusion teachers have been trained in best practices for the inclusion classroom.				
Sustainability	12/16/2021 1. Continue to have open conversations among grade levels as to common standards and language. 2. Continue to provide training and support to inclusion teachers.				

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:		Positive behavior acknowledged through teacher referrals. Small groups of students needing emotional/behavioral support met with guidance counselors on a weekly basis.	Limited Development 10/05/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Students will operate in school with positive and stable emotions. Staff and students will maintain mutual respect that benefits themselves and observers. Students and staff will represent the school positively and with pride. Evidence will be shown by: PBIS participation reports, decrease in Office Referrals, and an increase in positive acknowledgements.	**Objective Met 06/10/21**	**Kristi Millican**	**06/07/2021**
Actions					
	10/5/17	School wide book club that reads collectively to promote positive encouragement among staff and students and a culture of helping others. Small groups developed to build community among members and positive representation.	Complete 09/29/2017	Lynn Herring	10/27/2017
	Notes:	10/24/2017 School read "Pay It Forward", a book about how small acts of kindness can have a ripple effect that transforms communities. 11/1/18 Unity Month was conducted where students and teachers challenged each other to promote class unity and practiced social skills and encouragement to their environment. 2/18/19 Love Is Louder was a week long interactive event which the experiences of in school teachers and staff were showcased to students with activities to help them process emotions and struggles in their own lives and find tools to overcome these struggles. 3/12/19 School read "A Long Walk to Water", a book which reflects on the impact of other people's victories on future generations.			

	10/5/17	Mini lessons and groups meet with guidance counselors based on needs and observable emotional struggle from students. Lessons could cover coping mechanisms, bullying behavior, anger management, or grief counseling.	Complete 06/08/2020	Christy Waldvogel	06/08/2020
Notes:		6/2018 - Based on input from students, staff, and parents, grade-level counselors created groups and lessons to address needs / concerns. Data is collected from groups based on pre- and post-test information, grades and attendance. Putting collected information into a database AND sharing this data with stakeholders is an area of improvement.			
	6/14/18	Feedback and progress information is compiled and shared with key stakeholders about the effectiveness of these student emotional meetings.	Complete 06/03/2021	Lynn Herring	06/07/2021
Notes:					
Implementation:			06/10/2021		
Evidence		6/10/2021			
Experience		6/10/2021			
Sustainability		6/10/2021			

	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:			Students with IEPs are transitioned to each grade level through meetings. Parent nights are held for rising 6th graders and 9th graders. Rising 6th grade students tour the school and meet staff that pertain to their success as 6th graders. 9th graders have class registration meetings.	Limited Development 10/05/2017		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Increased teacher participation for Parent Nights. Current students involved in transition of incoming students through tours, interviews, showcases. Individualized student needs and recommendations communicated better to improve student transitions.	**Objective Met 10/26/21**	**Lynn Herring**	**08/30/2021**
Actions						
		10/5/17	Current students assist in tours, interviews and showcases for incoming students.	Complete 06/08/2018	Christopher Trautman	06/08/2018

Notes:	3/12/19 6th grade students chaperoned 5th grade visitors and guided them throughout the school. Music students travelled to elementary schools to showcase arts in Middle School. Admin & Counselors visit the elementary schools to have an assembly with the 5th graders to introduce Middle School and electives and themselves. Parent night for 5th graders was held on 3/12/19.				
10/5/17	Guidance counselors/staff will communicate with teachers individualized student needs or recommendations.	Complete 02/11/2020	Emmy McLamb	01/30/2020	
Notes:	2/12/2019_ Idea was discussed about guidance counselors and administrators moving up with students as they progress through grade levels. SIT agreed that this would be an improvement for communication with teachers and student relationships. Idea was presented to administration for 2019-20 school year. 6/2018 - Depending on the matter of information to be shared, counselors communicate individual student needs and recommendations through email, face-to-face discussions, and/or team or parent meetings. Understanding excessive student absences, or being aware of deaths/hospitalizations/extensive illness/etc would be very beneficial to all teachers including elective teachers. Is there a better way to communicate this across staff? Staff survey at beginning of next year to ask what types of information they feel is beneficial to know.				
10/11/19	Sixth graders are invited to attend a HCMS 6th grade Orientation in the summer before their 6th grade year.	Complete 08/10/2021	Jill Hammond	08/30/2021	
Notes:					
Implementation:		10/26/2021			
Evidence	10/26/2021				
Experience	10/26/2021				
Sustainability	10/26/2021				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY B2.03	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Grade level meetings consisting of all teachers on a grade level were held once a month with minutes being taken each time. The meetings occurred during one of that grade level's planning periods. Minutes were shared with all members of a grade level. An agenda was provided to grade level members. Vertical meetings were held once a month in the afternoon after school. These meetings consisted of all teachers of a particular content area. Minutes were taken at some of the meetings. Agendas were used by some content areas. The Parent Teacher Group (PTG) held a meeting once a month in the evening.	Limited Development 10/05/2017		
How it will look when fully met:	Content Area Planning - Time will be provided once a week in the PLT room for teachers to plan collaboratively as a content and a grade level. Planning sheets will be filled out weekly, comprised of upcoming standards, common assessment data, activities and lesson ideas, as well as members that attended the planning session. Vertical Alignment - Content area teams, comprised of all three grade levels will meet after school once monthly. Meetings will have a default agenda of topics to discuss. Minutes will be taken and submitted to the Instructional Coach as documentation. Team planning - Four teacher teams will meet twice a month to plan and collaborate for parent communication, homework cohesiveness, and interdisciplinary teaming ideas. Parent Teacher Group - PTG will meet once a month including better representation of our school - counselors, social workers and teachers. PTG meeting agendas and minutes will be shared with the PTG Teacher Representative.	**Objective Met**	**Catherine Schwoebel**	**06/05/2020**
Actions		**4 of 4 (100%)**		
3/13/18	Pacing guide designed to align state standards with teacher planning and focus for study. This keeps teachers on track to meeting goals.	Complete 06/08/2018	Shawn Hicks	06/08/2018
Notes:	I feel all grade levels and subjects followed the pacing guide - grade level planning sheets (that were submitted) indicated this. Informal observations and student work samples that were displayed indicated lessons and activities were on pace.			
3/13/18	Teachers share lessons and resources, evaluate effectiveness to engage students, and reflect on the need for alternative instruction to bridge learning gaps.	Complete 06/08/2018	Shawn Hicks	06/08/2018

	Notes:	6/2018 -Grade level/content area planning sheets that were submitted inherently created an environment of sharing lessons and resources			
	3/13/18	Diagnostic testing and growth monitoring across grade levels in Math and Reading results are reviewed and disseminated in meetings and enrichment groups and reteaching groups are developed to raise student achievement levels.	Complete 05/02/2019	Shawn Hicks	05/25/2019
	Notes:	6/2018 - Not fully implemented - expectations were put in place to divide students into groups including those just participating in iReady, those in need of remediation and those in need of enrichment. Isolated pockets of teachers implemented as designed. The process was not progress monitored and EXCEL time just became "everyone work on iReady" or no one working on iReady.			
	10/5/17	HOUSE and Vertical minutes from meetings will be submitted.	Complete 05/18/2020	Kenna Willingham	06/09/2020
	Notes:	6/2018 - Arts/CTE submits minutes weekly. Living document where admin responded was very helpful!			

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**	
Initial Assessment:	Observations were done by all three administrators following an observation schedule that went into the last month of school.	Limited Development 10/09/2017			
How it will look when fully met:	As part of our low performing plan, all teachers will receive at least one full observations this year. Observations will be complete prior to Spring Break. True North Logic will be the instrument that will be used to keep track of observations and observation feedback.		**Lynn Herring**	**01/31/2022**	
Actions		1 of 3 (33%)			
	10/9/17	Observation schedules, including pre-conferences when necessary, and post conferences will be created and followed. All observations will be completed by April the 13th.	Complete 04/13/2021	Lynn Herring	04/13/2021
	Notes:				
	10/9/17	Instructional Walk-Throughs - Administration team will conduct informal snapshot walk throughs to monitor student achievement and engagement. This is to increase visibility of administration by teachers and students.		Lynn Herring	01/31/2022

Notes:	6/2018 - Administration was able to get to the halls once a week, but couldn't get to the classrooms more often than every 2 weeks. They would like to make this a higher priority for the 2019 school year. 6/2019 - Administration was present on halls daily and sometimes hourly. Instructional teams walked through classrooms early and mid year. CEU's were offered for teacher walk-throughs with limited interest.				
10/11/19	Principal will provide feedback from walkthroughs and observations to individual teachers. Instructional Coaches will share their walkthrough data with the faculty.			Lynn Herring	06/12/2022
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**
Initial Assessment:	Teachers created their own common assessments. The process was done inconsistently. Data analysis was not shared between classrooms and grade levels. Most teachers did not know how to access EVAAS data to study their trends as an educator and determine what growth their students were expected to achieve.	Limited Development 10/09/2017		
How it will look when fully met:	Teachers will create common unit assessments to use in their classrooms. Samples of these assessments will be archived by the Instructional Coach. All students will take common benchmark assessments created by Instructional Coaches. Data for these assessments will be discussed at weekly content area planning. Common assessment data and changes/growth over time in student performance will be used as evidence.		**Traci Snyder**	**06/05/2022**
Actions		**4 of 6 (67%)**		
10/9/17	Classroom common assessments - each content area will collaboratively plan weekly in the PLT room. During these meetings, common assessments will be created and delivered so data on student performance can be evaluated. The Instructional Coach will keep notes of the meetings including team members present, content to be taught in the coming week, verification that the team is on pace according to the county pacing guide and discussion of formative and common assessments to be used for the unit planned.	Complete 04/18/2018	Aaron Baer	06/05/2018

	Notes:				
4/19/18	Common Assessment data and practice EOG's will be developed and used to focus end of year review.	Complete 06/11/2019	Aaron Baer	06/05/2019
	Notes:	6/2018 - 8th grade used EOG released materials for practice and review prior to EOG testing. Common assessments were developed. This action step should be separated into the 3 grade level areas. 6/2019 - Instructional Coach met with all content areas to discuss state released test items and review plan for EOG. All areas used practice EOGS for review.			
6/11/19	Math Assessments	Complete 03/02/2020	Amy King	06/06/2020
	Notes:				
6/11/19	ELA Assessments	Complete 03/02/2020	Kirsten Anzaldua	06/06/2020
	Notes:				
6/11/19	Science Assessments		Misty Norris	06/05/2022
	Notes:				
6/11/19	Social Studies Assessments		Angela Harrell	06/05/2022
	Notes:				

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:			Teachers and support staff nominated other staff members for Teacher of the Month and Support Staff member of the month. These nominees were voted on by the staff and winners were announced at a staff meeting. Winners received a certificate for their reward.	Limited Development 10/09/2017		
How it will look when fully met:			Teachers will receive verbal and visual recognition for their hard work. Copies of survey results as well as photos of recognized staff members with their certificates and trophies will be used as evidence of full implementation. Another form of evidence will be a staff morale survey.	Objective Met	Aaron Baer	06/08/2021
Actions				5 of 5 (100%)		
		10/9/17	Staff morale survey - A survey will be provided to staff prior to the end of the second quarter to evaluate staff morale. Included in this survey will be suggestions for applicable and desirable rewards for recognition of a job well done.	Complete 06/07/2018	Aaron Baer	06/05/2018
		Notes:	6/2018 - Staff morale survey was conducted prior to 2nd semester. Teacher preferred awards included duty free lunch, jeans wearing, and gift cards. One are of importance was determined to be teacher attendance, so rewards were developed and linked to teacher attendance.			
		4/10/18	Teacher Appreciation Week - Administration and the PTG will conduct a series of events to say thank you to our staff.	Complete 05/10/2019	Laura Matthews	05/11/2019
		Notes:	6/2018 - Teacher Appreciation week consisted of PTG and administration provided meals, lunchboxes and flowers gifted to each teacher and duty free lunch and other activities to demonstrate appreciation. Teachers received an umbrella with the school logo on it at the beginning of the year.			
		10/9/17	Staff will nominate a teacher of the month as well as a support staff member of the month. Teachers will vote on their choice. At at Administration PLT, the winning teacher will be recognized and given a certificate and a trophy. Pictures will be taken to post in the PLT room. Winning teachers will receive a premiere parking space in the teacher parking lot.	Complete 06/07/2018	Aaron Baer	12/30/2019
		Notes:	This action is routine now. Happens every month with trophies.			

4/10/18	Attendance Incentive - each week a staff member has had perfect attendance they enter into a drawing. At the end of the month, a winning ticket is drawn from 6th grade, 7th grade, 8th grade and Support Staff. The winning staff member chooses from a variety of rewards - jeans for a week, duty free lunch for a week, gift certificate, etc....	Complete 04/14/2020	Brittany McNamara	03/31/2020
	Notes:				
4/10/18	On April 20th, school administration will attend a job fair to recruit potential teaching candidates.	Complete 04/20/2021	Lynn Herring	04/20/2021
	Notes:				

Core Function:	**Dimension D - Planning and Operational Effectiveness**
Effective Practice:	**Facilities and technology**

		D2.02	**ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We are currently developing the best way to implement digital portfolios to best help our students.	No Development 10/05/2020		
How it will look when fully met:			Students will create and maintain their digital portfolios with all information as indicated by the rubric. We will use student samples to determine when the objective has been reached.		**Aaron Baer**	**06/17/2022**
Actions				0 of 1 (0%)		
		10/5/20	SIT Team will create a rubric for what Digital Portfolios will look like at this school.		Aaron Baer	11/01/2022
	Notes:					

		D2.03	Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.(5175)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students are given technology for them to use and instruction on how to use the technology is given.	Limited Development 10/28/2021		
How it will look when fully met:			When fully met, students with disabilities will be comfortable using technology to assist them in their individual learning goals. Students will regularly access and use the appropriate technology device and programs they need. Assessments scores on assignments using technology will increase for students with disabilities.		Ella Wise	06/14/2022
Actions				0 of 1 (0%)		
		10/28/21	Technology facilitator will hold learning labs for students with disabilities to practice technology skills.		Ella Wise	06/14/2022
		Notes:				
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A security door is in place to keep visitors from freely moving throughout the building and receptionist is advancing her skills in Spanish to be able to communicate fluently with Spanish speaking population.	Limited Development 10/28/2021		
How it will look when fully met:			There will be multiple opportunities for all stakeholders to participate in community/school events. Increased number of staff are proficient in Spanish to better communicate with the Spanish speaking community.		Sarah Witt	06/14/2022
Actions				0 of 1 (0%)		
		10/28/21	Language programs (Ex. Duolingo) will be used by staff to increase fluency in other languages in order to better communicate with our Spanish speaking community which comprises about 30% of our student population.		Sarah Witt	08/25/2022
		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:			Our Parent Teacher Government (PTG) met once a month. There is not a direct link from the PTG to the staff of the school. Representation of teachers at the meetings are not required. Curriculum nights - curriculum nights were held during the school year with limited attendance. STEM night will be held to promote technology in the sciences.	Limited Development 10/09/2017		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			We will have well promoted and well attended Parents Come to School Days with activities for parents to actively engage with their child's content area curriculum. Evidence of the promotions will be saved as well as rosters for attendance in each homeroom. Parents are kept informed through the Harnett Central Middle School website, HCMS Facebook, Twitter, Peachjar, and periodic robocalls from the principal.	Objective Met 05/18/21	Shawn Hicks	06/08/2021
Actions						
		4/18/18	Parent Come to School Day, where parents are invited to attend classes with their children and experience the learning process with them.	Complete 02/28/2018	Ashley Messer	02/27/2018
		Notes:	Nearly 125 parents came to school on Parent Come to School day on 2/27. Parents were brought to auditorium for brief meeting with Principal to go over rules and procedures, and then followed students through the course of the day. The purpose of the day was to promote positive interactions and connotations of our school to parents. Conferencing was not the purpose of this day. The day was considered a success by parents and teachers and will be repeated in the coming school year.

2/16/19
The second annual Parent Come To School day was held. It was very well attended, and overwhelmingly positive. Admin needs to continue to reiterate rules and procedures to parents prior to entering classrooms and schedule conferences for an alternate date. | | | |

10/9/17	Creation, planning and implementation of 5 curriculum nights. These include technology night, social studies, science, math and ELA curriculum nights. During these events, homeroom teachers will have sign in sheets to document student attendance at the events.	Complete 04/18/2018	Ella Wise	04/27/2018
Notes:	5 curriculum nights were completed and documents for each are attached in evidence. Attendance decreased as the year went on. 3/12/19 Due to low parent participation, the number of these nights were reduced to more specific content areas that have high interest. Parent Come To School Day has been a successful alternative.			
10/9/17	PTG meetings - Teachers will be asked to volunteer to be the grade level representative for PTG representation. PTG will be invited into small groups to observe and provide feedback on their observations. PTG minutes will be submitted to the Leadership Team.	Complete 05/18/2020	Angela Harrell	06/08/2020
Notes:	6/2018 - PTG would like to ask for parent reps from each homeroom for next year. One staff member from each team will also be involved with PTG in 2018-19. PTG will develop teams to visit the school and observe teachers and students informally.			
4/18/18	100% of our teachers will communicate with parents/guardians our expectations for academics and behavior. They will also provide them with resources/strategies for remediation/enrichment to help their child at home. As evidence we will provide samples of regular newsletters, documentation of curriculum nights and social media samples.	Complete 05/18/2020	Kim Pearson	06/08/2020
Notes:	6/2018 - PeachJar app that connects to parent emails so that information is available and accessible			
9/4/20	Administrators will send a weekly message via phone, email and Facebook that gives parents a short overview of academics and activities as well as upcoming events.	Complete 05/01/2021	Lynn Herring	05/01/2021
Notes:				
Implementation:		05/18/2021		
Evidence	5/18/2020 Evidence was provided in the folder section.			

Experience		5/18/2020 Teacher Teams keep parents informed with weekly or monthly newsletters that covers material for all 4 Core subject as well as guidance information. During Covid-19, teachers have communicated daily with parents concerning student work and provided feedback.				
Sustainability		5/18/2020 Teachers will continue to communicate with parents regularly through phone calls, emails, and newsletters.				
!		**E1.11**	**All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Once a week, teachers are given dedicated time to have student conferences with both the student and parents.	Limited Development 10/05/2020		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When this objective is being fully met, at least 80% of parents will be involved in student/parent/teacher conferences at least once quarterly.		**Kenna Willingham**	**01/04/2022**
Actions				**0 of 2 (0%)**		
		10/5/20	Create a time for teachers to hold parent/student/teacher conference weekly.		Kenna Willingham	01/15/2022
	Notes:					
		10/5/20	Teachers will compile data from these meetings to help increase student success.		Kenna Willingham	01/15/2022
	Notes:					
Implementation:				10/28/2021		
Evidence			10/28/2021			
Experience			10/28/2021			
Sustainability			10/28/2021			