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| |  | | --- | | **Marie G. Davis** | | | |  |  |  |  |
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| |  | | --- | | **Comprehensive Progress Report** | | | | | | |  |  |
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| |  |  | | --- | --- | |  | | | **Mission:** | Marie G. Davis, a K-8 school, aspires to create active, curious citizens who are passionate about making the world a better place, and serving all of its inhabitants. Through working with our community leaders, international organizations, and government education systems we will design and facilitate learning systems and opportunities that will develop the whole child. These learning systems and opportunities will ultimately help to create a better and more peaceful world through intercultural understanding. | | **Vision:** | Vision Statement: We inquire, we learn, we grow, we lead - MGD the PREMIER IB! | | |  | | --- | | **Goals:** | | | |  | The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY 2023-24 (Aligns to A2.04 and B3.03 and CMS Goal 1). | |  | To provide a duty-free lunch period for every teacher on a daily basis (Aligns to A4.06). | |  | Provide duty-free instructional planning time for every teacher u G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Aligns to A2.04). | |  | Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06) | |  | The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024 (Aligns to A2.04 and B3.03 and CMS Goal 2). | |  | We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index (Aligns to A4.01, and B3.03 and CMS Goal 4). | |  | The percent of students reporting a positive self-perception of their self-efficacy will increase on the Fall 2021 Panorama Screener from 55% (in Grades 3-5) and 48% (in Grades 6-12) to 68% (in Grades 3-5) and 58% in (Grades 6-12) in Fall 2023 (Aligns to A4.06 and CMS Guardrail 3). | |  | Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 30.2% in SY2021-22 to 25.2% in SY2022-23 and 20.2% in SY2023-24 (Aligns to A4.06 and CMS Guardrail 1). | | | | | | | |  |
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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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** | | ***Initial Assessment:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal are all, but one classroom had created an IB inquiry board including learner profiles, contexts, and concepts.  -All teachers have the Caring Schools Curriculum, and initial meetings with counselors on how to implement the curriculum with fidelity.  -Successful implementation of the schoolwide behavior matrix to support classroom management.  -Out-of-School suspension number of suspensions decreased by 22.5%; Number of students w/More Than 1 OSS decreased by 17.86%.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is the student population who is chronically absent. Another challenge is the explicit incorporation of the IB learner profile language within classroom learning. Additionally, the continuation of training and classroom support with the Caring Schools Curriculum was difficult to sustain throughout the year.  Currently, the opportunity that exists to address these challenges for the 2023-2024 school year is to create and document the implementation of the Caring Schools Curriculum. Additional communication with the student services team and homeroom teachers will support the staff in identifying how to overcome challenges with the implementation of the curriculum. In addition, continued training for IB PYP and MYP will support teachers in monitoring and receiving feedback on IB unit planners. | | No Development 09/14/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | Marie G. Davis will create an instructional environment that exhibits social and emotional skills. Each classroom should have a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. | |  | **Marlette Gaither** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 4 (0%)** |  |  | | 9/14/22 | | | | MTSS Team will work to identify students who need to refer to the team for behavior goals, parent assistance and interventions (Self-Efficacy, OSS, and FAM-S 3). | |  | Lisa Bowman | 02/28/2024 | | *Notes:* | | | | Action is still in progress. MTSS team will continue to train teachers on Branching Minds. | |  |  |  | | 9/13/23 | | | | MTSS Team will meet with families to discuss the current state of their students who are receiving interventions for behavior goals (Self-Efficacy, OSS, and FAM-S 3). | |  | Phillip Johnson | 06/07/2024 | | *Notes:* | | | |  | |  |  |  | | 9/14/22 | | | | Counselors will conduct training with staff utilizing caring school’s curriculum with teachers to support students SEL (Self-Efficacy, OSS, and FAM-S 3). | |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Counselor will have a tracking system to prove they are going into the classroom and conducting training. | |  |  |  | | 9/14/22 | | | | Teachers will continue teaching expectations aligned with the Learner Profile of IB. We will have lessons on role models for each trait and continue to teach students what good role models are based on the IB LP (Self-Efficacy, OSS, and FAM-S 3). | |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | | Action is still in progress. We aim to get all teacher IB certified also we will continue to have teachers’ model what IB looks like in the classroom. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is every grade level had planning time with their coaches and the time was embedded within the master schedule. Teachers also turn in lesson plans every week.  -The percentage of Black and Hispanic 3rd grade students combined who scored at the College and Career Ready (CCR) level – a 4 or 5 – in English Language Arts (ELA) increased from 5.4% in SY2021-22 to 8.7% in SY2022-23 which was a gain by 3.4 points.  -The percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG decreased from 4.8% in 2021-2022 to 0% in 2022-2023.  -EVAAS 2022-23 Projected average for Grade 8 Mathematics EOG Percentile was 22.61. The students’ average actual percentile finished at 43.45.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that we are an IB school and some of our teachers are not IB certified. Many teachers are unsure how to include IB within their lesson successfully.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to provide opportunities during the summer and the school year where teachers can be IB trained. Teachers can go to other classrooms and see how teachers who are IB certified are implementing IB in their lessons. | | Limited Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | K – 8 teachers will plan daily creating instructional units for Math and Literacy. Teachers in grades 6 – 8 will plan three times per week on instructional units for Math and Literacy with support from content specialists. Meeting minutes will be recorded and placed on Shared Google Drive for progress monitoring. | |  | **Marlette Gaither** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 4 (0%)** |  |  | | 8/21/22 | | | | Every teacher will be assigned an instructional coach to support standard-aligned instruction to all subject areas. Every teacher will be provided coaching and feedback from the instructional coaches based on the core actions look for’s during classroom instruction (EVAAS, Reading 3 and Math 8, FAM-S 29) | |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | | | Action in progress. All teachers have an instructional coach and have been provided with coaching and feedback. | |  |  |  | | 8/16/22 | | | | The principal will provide planning time within the master schedule for teachers to create lessons and track student progress based on the curriculum implementation. (EVAAS, Reading 3 and Math 8, FAM-S 29) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action in progress. Every grade level had planned time with their coaches and the time was embedded within the master schedule. Teachers also turn in lesson plans every week. | |  |  |  | | 8/16/22 | | | | Teachers will be provided district provision and materials for professional learning meetings to utilize standard aligned common assessments to monitor student outcomes (EVAAS, Reading 3 and Math 8, FAM-S 29) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action in progress. Teachers were provided with district provisions and materials. | |  |  |  | | 8/21/22 | | | | The principal uses Title I funds to create an additional teaching position to support teaching and learning for curriculum implementation (EVAAS, Reading 3 and Math 8, FAM-S 29) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action in progress. The principal has bought in retired teachers to help support students in 3rd grade. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is all grade levels had an MTSS block at the end of the day. After identifying those students that needed intervention, teachers implemented MTSS interventions in their classroom.  -Marie G. Davis increased the overall composite GLP by 0.5 overall for all tested areas.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets are aligned to the indicator that many teachers struggled with Branching Minds. Everyone was given quick training in Branching Minds, but it was difficult to make sure everything was done correctly as everyone had questions centered around Branching minds.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to get more training and understanding of Branching Minds. We will work more closely with the MTSS district leader to make sure we complete all tasks in Branching Minds correctly. | | Limited Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | Teachers working with students at Tier I level will utilize research-based curriculum and classroom management system with fidelity. Teachers will utilize informal assessments to gauge the effectiveness of instruction, as well as summative assessments to monitor student progress towards grade level standards. When students are not meeting proficiency, teachers will develop Tier II plans and implement interventions based on the students' identified needs. Students will progress monitored by the teacher on a weekly basis. Students that do not demonstrate adequate growth after consistent implementation of the Tier II interventions will be placed on the agenda at the next MTSS meeting. The team will reconvene to determine whether the student needs a new Tier II plan with additional interventions or if a Tier III plan needs to be created. When a student qualifies for services beyond the general education setting, plans are developed including LEP, 504, or EC depending on the student’s focused area of concern or needs. The teachers who support these plans work alongside the general education teacher to ensure services, accommodations, and modifications are being provided. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 5 (0%)** |  |  | | 9/14/22 | | | | The principal will create planning time for teachers to analyze data from standard aligned common assessments to deliver core instruction for all students (Reading 3, Math 8 and EVAAS, FAM-S 3) | |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | | | Action is still in progress. Planning time was created for all teachers to analyze data. | |  |  |  | | 10/8/23 | | | | Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) (insert action) to increase overall performance of EDs students (Math 8, Reading 3, EVAAS). | |  | Phillip Johnson | 06/04/2024 | | *Notes:* | | | |  | |  |  |  | | 9/30/22 | | | | The principal will create professional learning opportunities for staff to use the Branching Minds platform to monitor student placement in and out of Tier 2 and Tier 3. (OSS, Reading 3, Math 8 and EVAAS, FAM-S 3) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Learning opportunities were created for staff to use Branching Minds but everyone is still learning the platform. | |  |  |  | | 8/21/22 | | | | MTSS Leadership Meetings will be scheduled monthly to address school-wide, grade level, subgroup, and individual needs through data review with the use of an agenda/minutes along with roles and responsibilities of each member (Reading 3, Math 8, and EVAAS, FAM-S 3) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. MTSS Leadership meeting were held. | |  |  |  | | 8/21/22 | | | | The principal will create a schedule that includes an intervention block for teachers to use the Standard Treatment Protocol (STP) to track the effectiveness of tiered interventions based on assessment and screener data results (Reading 3, Math 8 and EVAAS, FAM-S 3) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The principal created an intervention block for all grade levels. | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **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:*** | | | Currently, the successes we experienced related to this indicator in meeting our goal is the Implementation of the Ron Clark House System, Staff/Student Basketball Game, Staff/Student Dodgeball Tournament, Student-led IB School Tours, student videos to showcase the school, Winter Toy Delivery by middle school students, Cross-age Reading Buddies, MGD Christmas Program, Community Service Projects, Latin X Heritage, College and Career Week, Attendance Challenge, Unity Day  Each homeroom teacher conducted the Panorama survey. Results for grades 3-5 were 90% favorability in supportive relationships, 60% favorability in positive relationships. Grades 6-8 showed 84% favorability in positive relationships and 49% in positive feelings.  -The percent of students reporting a positive self-perception of their self-efficacy will increase on the Fall 2021 Panorama Screener from 55% (in Grades 3-5) and 48% (in Grades 6-12) to 60% (in Grades 3-5) and 35% in (Grades 6-12) in Fall 2022  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that we only have one counselor. It is difficult for the one counselor to meet with all students that are in need. Also, there was not coaching and feedback to all teachers regarding Caring Schools. There was no way to track if teachers were doing Caring School with fidelity.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to get another counselor. Also make sure that we continue to implement student activities where students can express themselves. If we are going to continue to implement the House System, then we make sure that we train new teachers and let new students know what the House System is. We will create a tracking system so that we know every teacher is doing Caring Schools and teachers are getting coaching and feedback on their Caring School lessons. | No Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | Every student has internalized the behavior expectations defined in our core positive reinforcement system for behavior. The plan is fully implemented by 100% of staff to ensure that no students require tier 2 or tier 3 support and intervention. The MTSS team engages and participates in all Student Services PLC Meetings. Student data is analyzed with an intentional focus on ensuring every student is fully supported with positive reinforcement to eliminate unwanted behaviors. Students monitor and track their individual performance, reflect on their efforts & abilities, and set attainable goals based on their individual needs. Core Social-Emotional Learning (SEL) instruction, delivered by every teacher in response to data.  Students engage in successful peer mediation practices. |  | **Lisa Bowman** | **06/15/2024** | | ***Actions*** | | | | **0 of 7 (0%)** |  |  | | 9/13/23 | | | Marie G. Davis leadership team has created an attendance plan that consists of tiered attendance practices that will demonstrate reduced attendance concerns and better student outcomes.  https://docs.google.com/document/d/1oYHzx-AFTUVmuhjFXrkqAJNDpZ2q\_8fiPGBuOugP1T4/edit (Self-Efficacy, FAM-S 30, FAM-S 31). |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | |  |  |  |  | | 8/21/22 | | | MTSS Leadership Meetings will be scheduled monthly to address school-wide, grade level, subgroup, and individual needs through data review (Self-Efficacy and OSS, FAM-S 30, FAM-S 31). |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | Action is still in progress. MTSS meeting were held but not consistently. |  |  |  | | 8/21/22 | | | Marie G. Davis has established a Student Services Team (Principal, AP, Counselors, Social Worker, BMT, ISS Coordinator) to track and monitor student attendance, social and emotional learning of students (Self-Efficacy and OSS, FAM-S 30, FAM-S 31). |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | Action is still in progress. Student attendance was on track. Students were given rewards for good attendance. |  |  |  | | 8/21/22 | | | The MTSS team will monitor implementation of the SEL Caring School Curriculum also provide coaching and feedback to teachers in the facilitation of those lessons (Self-Efficacy and OSS, FAM-S 30, FAM-S 31). |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | Action is still in progress. MTSS need to have a tracking system. Not all teachers were provided coaching and feedback for Caring School Curriculum. |  |  |  | | 8/21/22 | | | The MTSS Team will conduct professional learning for teachers on the MTSS process, behavior interventions, and other professional development to meet the social and emotional needs of the students (Self-Efficacy and OSS, FAM-S 30, FAM-S 31). |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | Action is still in progress. Professional learning was conducted. |  |  |  | | 10/10/22 | | | Marie G. Davis administrative team and student services team (SST) will use student voice and data to identify and provide high-interest social, enrichment, extracurricular and academic support activities for the purpose of strengthening student connectedness to school (FAM-S 30, FAM-S 31). |  | Lisa Bowman | 06/15/2024 | | *Notes:* | | | Action is still in progress. The student council was able to help get students’ voices heard. They oversaw various events at the school. |  |  |  | | 9/13/23 | | | The principal will develop and implement a school-wide behavior matrix to support student instruction and core behavior practices across all grade levels (FAM-S 30 and FAM-S 31). |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is This goal has been met. Teachers were asked to fill out recommendations for students who may benefit from support of the AVID program to transition into advanced courses. The AVID Site Team met to review student data to register students for the AVID course to offer support in Honors Level and Math I courses.  AVID students conducted student-led tutorials for support in all courses.  Curriculum nights were held for families to inform them of programs available at the school. Communication was sent out to families about the requirements of PYP and MYP. Families were invited to the 8th Grade Community Project Google Classroom in the Fall.  In the AVID Secondary coursework students completed goal-setting exercises based upon GPA calculations to meet the requirements for advanced courses. We also had 4 curriculum nights for parents which was a success.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that we cannot track if all middle school teachers were following the AVID system of Cornell notes or binder checks. Also, we are facing the challenge of getting more parents to attend our curriculum night. We realized that when students are doing something parents want to come out and see their children.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to have the AVID Elective teacher conduct walkthroughs to ensure all teachers are following the AVID system. Also, to increase the success of AVID in elementary school, more teachers will need to be trained on how to roll it out effectively. We also need to plan more curriculum nights centered around the students so we can have better parental support. | | Limited Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | The objective will be fully met during the end of year activities for those transitional years, parent information workshops will be conducted during Quarter 3 and 4 Curriculum night activities. These and other objectives will be met and evidenced by parent meeting agendas/sign in sheets, celebration invitations for parents, photos depicting transition activities and program flyers promoting events happening in the school for the transitional year students. | |  | **Marlette Gaither** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 3 (0%)** |  |  | | 9/12/22 | | | | EOS/Advanced Coursework Plan -Plan to increase student access and success in Honors Level courses (Honors/Math 1) and electives (AVID) | |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | | | Action is still in progress. AVID was implemented in middle grades. 2023-2024 school year it will be implemented in elementary grades. | |  |  |  | | 9/12/22 | | | | The principal will hold multiple onboarding Beginners Day sessions for incoming kindergarten families in April 2024 that consist of curriculum implementation, state standards, and social emotional learning (Reading 3, Math 8, Self-Efficacy and OSS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Beginners Day was held this year. | |  |  |  | | 9/12/22 | | | | The principal will hold 4 international baccalaureate curriculum nights for families. These curriculum nights will help prepare families of 5th graders support for their exhibition projects and 8th grade families their upcoming community services projects (Self-Efficacy and OSS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Four curriculum nights for families were held. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **Core Function:** | | | | **Dimension B - Leadership Capacity** | | | | | | **Effective Practice:** | | | | **Strategic planning, mission, and vision** | | | | | |  | **KEY** | **B1.03** | | **A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)** | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is the principal met and closely monitored the effectiveness of the intervention block and student outcomes. Staff were encouraged to attend district workshops to improve 3rd grade reading and Math 8. District specialists were also invited to support teachers in these areas.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that we struggle with low parent participation on curriculum nights concerning students with low academic performance.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to improve parent participation with curriculum nights concerning Reading and Math instruction.  We also need to continue monitoring MTSS progress consistently and support teachers in Grade 3 with Math and Reading and Math 1. | | No Development 09/14/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | Instructional Leadership Team (ILT)and School Leadership Team (SLT) will become instructional leaders and expert trainers in our core actions strategies. ILT and SLT will be a sustained collaborative group that will continue to foster teacher leaders and enhance student outcomes. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 2 (0%)** |  |  | | 9/14/22 | | | | The principal will meet twice per month analyze the effectiveness of the intervention block and student outcomes (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The principal did meet month to analyze data. | |  |  |  | | 9/14/22 | | | | Family meetings with all students performing below the 40th percentile - K-3 Dibels (Reading) and K-8 MAP (Math and Reading). Create a sense of ownership and urgency for student improvement. Ensure we are aligning Standard Treatment Protocols (STP) based on assessment data to support student outcomes (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Meeting was held with families and the Leadership Team continued to encourage teachers to meet with these families. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal are all PLC have norms and objectives that were discussed and are on the planning agenda. The teacher came in and knew what the expectation was for each PLC meeting. ILT also met to analyze data and supported teachers to help reach our goals in 3rd grade reading and 8th grade math.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that teachers come in the PLC and have not analyzed the data. This takes time away from the meeting and less time is focused on strategies or implementation of small groups to help students succeed.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to monitor to make sure each PLC is following the norms and objectives that were put into place, and ILT will continue to support the teachers for the remainder of the 23-24 school year. ILT advanced agendas included tasks and assignments based upon district urgency and additional school needs. Effective instructional planning, monitoring coaching and feedback, and lesson preparation guides from district initiatives were spread to coaching meetings. The AVID Site Team meets monthly to plan middle school systems, leadership, culture, and instruction based upon our site team goals and feedback surveys from staff. | | No Development 09/15/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | Instructional coaches will meet with teachers during the designated planning blocks and days that are uninterrupted. This will allow teachers to design and internlize lessons in order to enhance student outcomes. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 2 (0%)** |  |  | | 9/15/22 | | | | Each PLC will have norms and objectives they use to establish systems in the planning time - they will have these included in their team planning notes (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. PLC have norms and objectives that were discussed and are on the planning agenda. Teacher came in and knew what the expectation was for each PLC meeting. | |  |  |  | | 9/15/22 | | | | Weekly ILT meetings will focus on teacher support and data analysis of Grade 3 reading and math 8 during the 45 - 90-minute instructional planning block (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Weekly ILT meeting were held to analyze data. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is the principal monitored curriculum and classroom instruction regularly to make sure the teachers follow the Crosswalk for CMS Core Actions, Instructional Excellence Look Fors, and Get Better Faster Teacher Action Step Guide. IB Walkthroughs were conducted, and feedback was given for classroom environment and instruction within the curriculum. Teachers received feedback on unit planners during IB unit planner sessions. Teachers also received feedback on AVID 101 WICOR strategies.  -The percentage of Black and Hispanic 3rd grade students combined who scored at the College and Career Ready (CCR) level – a 4 or 5 – in English Language Arts (ELA) increased from 5.4% in SY2021-22 to 8.7% in SY2022-23 which was a gain by 3.4 points.  -The percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG decreased from 4.8% in 2021-2022 to 0% in 2022-2023. EVAAS 2022-23 Projected average for Grade 8 Mathematics EOG Percentile was 22.61 and students’ average actual percentile finished at 43.45.  -Marie G. Davis increased the overall composite GLP by 0.5 overall for all tested areas.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that all feedback was not given in a timely manner. Some teachers spoke of having a walkthrough but not getting any feedback regarding the walkthrough. IB walkthrough should be done more regularly since we have a lot of teachers who are not familiar with IB.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to the IB Evaluation matters to be addressed it noted that we need to create a culture of inquiry and reference approaches to learning skills so students will understand international baccalaureate. As AVID rolls out to elementary schools with a larger site team WICOR should be schoolwide. Members trained at AVID SI will bring PD back to their respective PLCs. | | Limited Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | The Instructional Leadership Team (ILT) supports the principal's efforts to improve teacher practice and student learning by focusing on frequent coaching and improvement. ILT helps the principal increase his/her instructional time by using the tools-Time/Task Analysis, Time Tracker, and observation forms. The principal builds relationships with the teachers while coaching them closely. This ensures the principal will be closely connected to the work in each classroom. As a result, accountability increases as instructional practices grow stronger. The school is continuing to work on the implementation of school-wide coaching, which will help address a detailed understanding of what is happening in every classroom. 100% of the instructional leadership team (principal, 1 - AP's and 3 - instructional coaches will conduct weekly 15–20-minute coaching and feedback sessions for 100% of the instructional staff. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 4 (0%)** |  |  | | 9/12/22 | | | | Every teacher will be assigned an instructional coach to support standard-aligned instruction to all subject areas. Every teacher will be provided coaching and feedback from the instructional coaches based on the core actions look-for’s during classroom instruction (Reading 3, Math 8 and EVAAS, FAM-S). | |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | | | Action is still in progress. Every teacher was assigned an instructional coach. | |  |  |  | | 9/12/22 | | | | The instructional leadership team will develop a professional learning plan based on results from informal and formal observational data and coaching to build the instructional capacity of teachers and work to increase teacher retention of highly effective teachers (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The leadership team developed a professional learning plan. | |  |  |  | | 8/21/22 | | | | The principal uses Title I funds to create an additional teaching position to support teaching and learning for curriculum implementation (Reading 3, Math 8, FAM-S and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The principal did use Title 1 funding to create additional support. | |  |  |  | | 9/12/22 | | | | The principal will develop a walkthrough and observation schedule in order track and monitor standard aligned instructional based on the core actions standards. The principal will also provide prompt coaching and feedback to teachers in a timely manner (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The principal did develop a walkthrough and observation schedule. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is the LEA/school did meet to discuss school performance data and classroom performance data. Teachers were spotlighted for their performance in the classroom. Teachers that might have been struggling in one area were able to go to another teacher’s classroom to observe that teacher.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that we went from 2 counselors to 1 counselor which made it difficult. We also did not have a BMT anymore. This affected the student services team being able to go into classrooms to help with classroom management.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to continue to have meetings and discuss performance and classroom data. Also continue to have professional developments on Get Better Faster and Core Action Standards. | | No Development 09/15/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | The ILT will regularly collaborate around all available data sources (i.e. MAPS, benchmark assessments, classroom observation data, student discipline data, etc.) to monitor school-wide progress towards goals and create targeted plans for professional development and individual teacher supports. This will ensure that professional development is differentiated and targeted to specific teacher needs based on the identified student needs. This practice will also guide the administrative team in their coaching of the instructional leadership team, as well as determine next steps for school-wide focus and development. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 3 (0%)** |  |  | | 9/15/22 | | | | The administrative team will conference bi-weekly to discuss areas for improvement in classroom instruction. We will use this time to calibrate data collected using the core actions tool for alignment and support for teachers (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The administrative team conference bi-weekly. | |  |  |  | | 9/15/22 | | | | The principal and administrative team will look over the behavioral referral data and assign our student services team to assist classroom teachers with professional development on ways to enhance classroom management and ways to engage families with support from home (Self-Efficacy and OSS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. The student services team assist teachers with ways to enhance classroom management. | |  |  |  | | 9/15/22 | | | | Differentiated professional development sessions using Get Better Faster and Core Action standards. This will be designed based on walkthroughs and feedback as we tier teachers for instructional growth (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Professional developments sessions were held using Get Better Faster and Core Actions standards. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal is this action has been monitored by administration through periodical meetings related to supporting the current teachers & recruiting highly effective teachers. A teacher is recognized quarterly with a gift basket. Teachers are provided feedback when formal and informal observations and walkthroughs are conducted. Administration and teacher leaders participated in CMS Spring 2023 Instructional Career Fair.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are that many teachers have multiple mentees and it made it difficult to support all teachers. Because of a change in staffing, Beginner Teachers meetings did not continue.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are to continue with assigning mentors to beginning teachers and making sure they are heard. Have beginner teachers' meetings. We should also continue to recognize a mentor and mentee of the month. | | No Development 09/15/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | Marie G. Davis will begin working with the Instructional Leadership Team who will provide professional development on interviewing and recruiting new teachers to our school. The School Leadership Team (SLT) will work with team leads to establish a reward system to recognize staff members who will be consider irreplaceable. Instructional coaches and facilitators will be incorporated into all classroom instruction. All classroom teachers will receive ongoing training and coaching in data driven instruction and planning. | |  | **Phillip Johnson** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 3 (0%)** |  |  | | 9/15/22 | | | | Create and assign leadership to teacher support team and ensure new teachers have mentors (Reading 3, Math 8, Title I budget, and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. All new teachers had mentors. | |  |  |  | | 9/15/22 | | | | Provide ongoing feedback and coaching through walkthrough and formal observations aligned with the core action standards (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Ongoing feedback and coaching were done through formal walkthroughs. | |  |  |  | | 9/15/22 | | | | Marie G. Davis has created a Beginning Teacher Support Program. Each Beginning teacher will have a mentor to support the teacher’s new career path. The mentor will focus on instructional practices to enhance teaching and learning. The principal will support BT by utilizing New Teacher support facilitator from varies agencies and departments. New Teacher support facilitator will focus on Tier 1 teachers in classroom management and instructional delivery (Reading 3, Math 8 and EVAAS). | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. All new teachers had a mentor. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **Core Function:** | | | | **Dimension D - Planning and Operational Effectiveness** | | | | | | **Effective Practice:** | | | | **Resource Allocation** | | | | | |  | **KEY** | **D1.02** | | **The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)** | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** | | | | Currently, we have partially met our goal aligned to this indicator. EVAAS growth data from the 2022-2023 school year indicates that Marie G. Davis met growth with a growth index of 1.96. Reading met growth with an index of -0.56 and Math exceeded growth with an index of 3.11. However, our overall composite scores for CCR declined but GLP increased. Our CCR in 2022-2023 was 14.7%, whereas we saw 15.5% for the previous school year. In addition, our GLP in 2022-2023 was 29.0%, whereas we saw 28.2% for the previous school year. In addition, our 2022-2023 EOY goal for the percentage of Black and Hispanic students attaining CCR scores on the Grade 3 Reading EOG was 27.7%. Our actual results fell below our expectations with 8.9% of Black & Hispanic third graders scoring in the CCR range.  A success regarding this indicator is our investment in human capital to provide students with access to highly effective teacher leaders through our professional learning for all staff.  A challenge aligned to this indicator is to ensure we have highly qualified staff to provide differentiated, aligned instruction for our students with disabilities.  We have an opportunity to address this challenge is to utilize the Teach for America program to ensure all students have access to highly effective teachers and additional instructional time to meet individual needs. | | Limited Development 09/25/2023 |  |  | | ***How it will look***  ***when fully met:*** | | | | The current state of this indicator at Marie G. Davis is working towards full implementation. At full implementation, we will see noteworthy improvements in grade level literacy rates for our students with disabilities. To this end, we have partnered with after school tutoring providers to extend learning for many of our students. Additionally, we will continue to grow our professional development for staff to bolster each of our grade levels with effective daily instructional support and meaningful feedback cycles. | |  | **Phillip Johnson** | **06/14/2024** | | ***Actions*** | | | | | | **0 of 2 (0%)** |  |  | | 9/25/23 | | | | Within the 2023-24 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by leveraging the professional development program to increase access for students to highly effective teachers and coaches. (Aligns to Goal 1 and Goal 4) | |  | Phillip Johnson | 06/14/2024 | | *Notes:* | | | |  | |  |  |  | | 9/25/23 | | | | Within the 2023-24 school year, our school identified the following resource inequity, Instruction/Training, as a result, our school plans to mitigate this inequity by implementing the Out of School Time Tutoring program to provide additional instructional time to students based on need. (Aligns to Goal 1 and Goal 4) | |  | Marlette Gaither | 06/14/2024 | | *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:*** | | | | Currently, the successes we experienced related to this indicator in meeting our goal are many events were held where parents were able to come to the school. Some of those events were Open House, Curriculum Nights, Christmas Concert, Graduations, and Beginners Day. Teachers also tracked how they communicated with parents, teachers sent home newsletters and some use Talking Points to communicate with parents. The school needs to increase parent involvement at the school level by providing services and activities for both the student and parent to learn more about the curriculum.  Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that we did not utilize Parent Square, Remind, House Systems as a means of two-way communication between school and home concerning student attendance. We did not ensure 100% of families are connected to those platforms. Also, we did not always have a lot of parents attend events at the school unless their child(ren) was doing something.  Currently, the opportunities that exist to address these challenges for the 2023-2024 school year are: we make sure we choose the platform that we will use and make sure all parents are connected to those platforms. We can also ensure teachers know those platforms so we can start getting parents connecting during Open House or any other form of contact we have with that family. We need to pre-plan curriculum nights and create ways that students can be involved so more parents can come out. | | Limited Development 08/16/2022 |  |  | | ***How it will look***  ***when fully met:*** | | | | The school will regularly communicate with families using monthly newsletters, the Connect Ed phone system, and student progress reports and/or report cards. The school will demonstrate communication with parents through programs such as Principal Chats, Meet and Greet Ceremony, Kindergarten Beginners Day, Career Day where parents can come out to meet the staff, receive information about community resources and receive uniforms for their scholars. Other programming such as Open House and Curriculum night provide parents with resource information and tools in the areas of Reading and Math to help their child at home. Professional development on ways to help students regarding expectations of them at school and the importance of the curriculum at home | |  | **Ketrina Ray** | **06/15/2024** | | ***Actions*** | | | | | | **0 of 5 (0%)** |  |  | | 9/30/22 | | | | Utilize Parent Square, Remind, House Systems as a means of two-way communication between school and home concerning student attendance. Ensure 100% of families are connected to those platforms. (SEL, EVAAS, 3rd ELA and Math 8) | |  | Phillip Johnson | 02/28/2024 | | *Notes:* | | | | Action is still in progress. None of these platforms were used. | |  |  |  | | 8/21/22 | | | | The Family and Community Partnership team will create a family night that will address academic, attendance and stakeholder involvement consisting of school sponsored events (Open House, Family Outreach Night, and other events) (Reading 3, Math 8 and EVAAS, Self-Efficacy, and FAM-S 3) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Open house and 4 curriculum nights were held. | |  |  |  | | 9/12/22 | | | | Homeroom teachers will contact parents quarterly to conduct wellness checks, including trends in academic, behavior, and social-emotional progress. These wellness checks will be monitored by grade level administrators. Teachers will also contact families of students on supplemental and intensive plans as needed throughout the MTSS framework (Reading 3, Math 8 and EVAAS, Self-Efficacy, and FAM-S 3) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. Teacher contacted parents quarterly and have communication logs to document when they called. | |  |  |  | | 9/12/22 | | | | Marie G. Davis will communicate to families using variety of platforms (Quarterly newsletters, in-person and virtual family engagement activities) to recruit and retain families to support student outcomes and instruction events (Curriculum night, Title I & IV, etc.). (Reading 3, Math 8 and EVAAS, Self-Efficacy) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. MGD used multiple platforms to communicate with parents. Teacher was able to share other platforms to other teachers. | |  |  |  | | 9/12/22 | | | | The principal will hold 4 curriculum nights in which families will receive math and literacy resources and tools to support in learning with the curriculum implementation (SEL, Reading 3, Math 8 and EVAAS, Self-Efficacy) | |  | Phillip Johnson | 06/15/2024 | | *Notes:* | | | | Action is still in progress. 4 curriculum nights were held. | |  |  |  | |  |  |  |  |  |  |  |  |  | | | | | | |  |  |