

Comprehensive Progress Report

Mission:

The mission of Eastway Middle is to support every student in becoming leaders through maximizing their academic potential and developing care and compassion for others.

Vision:

Eastway Middle School will prepare our students to be leaders in their community for positive change and social justice.

Goals:

Provide duty-free lunch for teachers. (B2.01)

Provide teachers with daily duty-free instructional planning time. (B2.03)

Ensure a positive school climate and establish anti-bullying protocols. (A4.06)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 7.5 % in SY2021-22 to 17.8 % in SY2022-23 and 28% in SY2023-24. (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 in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy on the Panorama Survey will increase from 39% on the 2021-2022 Panorama Screener to 44% in SY2022-23 and 50% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The percent of 6th- 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5 % in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students reporting a positive self-perception of their self-management on the Panorama Survey will increase from 59% on the 2021-2022 Panorama Screener to 64% in SY2022-23 and 70% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The percent of students reporting a positive self-perception of their engagement on the Panorama Survey will increase from 31% on the 2021-2022 Panorama Screener to 36% in SY2022-23 and 45% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The Out of School Suspension rate will decrease from 50% in SY 2021-22 to 40% in SY2022-2023 and 30% in SY2023-2024; excluding those incidents that are considered Level III-V violations.

We will increase our ML subgroup performance grade from a F to a D or higher in 2023-2024.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		High expectations for all staff and students	Implementation Status	Assigned To	Target Date
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Limited Development 09/11/2023		
<i>Initial Assessment:</i>		<p>A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>B. What successes did you experience related to this indicator in meeting your goals this year?</p> <p>C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2023-2024 school year?</p> <p>Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022023 and 28% in SY2023-24.</p> <p>A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.</p> <p>B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.</p> <p>Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.</p> <p>C. Staffing vacancies which required a substitute and/or a coverage plan + novice teachers</p> <p>D. Implementing the practices from Relay GSE to address coaching needs of novice teachers and those who are struggling with classroom management.</p>			

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Staffing vacancies which required a substitute and/or a coverage plan + novice teachers

D. Implementing the practices from Relay GSE to address coaching needs of novice teachers and those who are struggling with classroom management.

How it will look when fully met:

All students participate in the Jaguar Pride celebrations
 Increase in GLP, CCR , and exceed growth on the EOG
 Data points would include MAP assessment, district assessments, common assessments

Larenda Denien

06/15/2024

Actions

0 of 1 (0%)

9/11/23 Provide training & support to teachers & staff on school-wide expectations from Relay GSE (i.e., threshold greetings, 1/2-in & 1/2-out, effective transitions, etc.); ensure coaching for teachers using the Get Better Faster model; and host practice clinics on classroom culture practices that ensure effective management of behavior. (Goal 4)

Katie Petrillo

02/20/2024

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:

The following questions will be answered below:

Limited Development
08/25/2022

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022-2023 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.

B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.

Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.

Eighth-grade students also competed in math competitions at UNCC and Appalachian State University.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

D. Utilizing Success by Design model to address coaching needs of novice teachers.

Providing strategic planning sessions and data-driven discussions to provide targeted skills and build on them

Continuing and expanding peer tutoring opportunities

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

D. Utilizing Success by Design model to address coaching needs of novice teachers.

Providing strategic planning sessions and data-driven discussions to provide targeted skills and build on them.

Continuing to utilize the EL Curriculum and prepare to train teachers on the Cambridge Curriculum for upcoming years.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - At full implementation, student performance will increase so the goals of our SIP will be achieved - Class Visit data will indicate that 100% pf teachers are delivering standards-aligned instruction - Students are actively engaged in learning and doing the lift during instruction - Teachers are facilitating instruction through standards-aligned, rigorous questions and tasks - Students are engaged in academic conversations for accountable talk - Student tasks are intentional, rigorous, and aligned to the standards for the grade level and content area - Small group instruction is data-driven and personalized for individual students - All content PLCs are collaborative and high-performing with an intentional focus on response to data - MLL and EC teachers are engaged and active participants in the content PLC meetings - All professional learning opportunities are differentiated to ensure individual teachers and staff engage in "just right" learning for their growth & development - Vertical Teams are collaborative and high-performing with an intentional focus on ensuring effective vertical articulation across the school for each content area 		<p>Larenda Denien</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 10 (0%)</p>		
	<p>9/14/22 Develop a master schedule aligned to the CMS Middle School Tenets and that supports the academic and social-emotional needs of all students, includes time for intervention delivery, opportunities for strategic movement throughout the instructional day, and includes regular opportunities for collaboration in regards to unpacking standards & assessments, developing lesson plans, and responding to data.</p> <p>(Goal 2)</p>		<p>Larenda Denien</p>	<p>02/01/2024</p>

Notes: Action that was carried out during 2022-2023 and will be initiated for 2023-2024.

Notes from 22-23...

January 26: Revised the Master Schedule that was developed by the previous school administration for 2nd Semester to increase PLC time from 65 minutes to 80 minutes per day; include an intervention block for targeted small group instruction; ensure proper service delivery time & progress monitoring for students with IEPs; improve transitions for safety & supervision; etc.

9/14/22 Develop a weekly PLC meeting schedule to ensure that all grade levels and departments engage in collaborative unpacking, planning, and data sessions with members of the Leadership Team. (Goal 2)

Larenda Denien

06/15/2024

Notes: Grade level teachers from all content areas meet at least twice weekly for PLC meetings that are facilitated by members of the Leadership Team

The EC & MLL teams meet weekly with K. Petrillo, contact admin

9/14/22 Ensure strategic schedules are in place for EC and MLL Teachers so targeted support is provided for students with IEPs and/or who are identified as an MLL. (Goal 2)

Larenda Denien

06/15/2024

Notes: November 1: Individual student schedules were adjusted for 2nd quarter to ensure appropriate support for students with an IEP and/or requiring MLL services

January 26: Revised the Master Schedule that was developed by the previous school administration for 2nd Semester to include an intervention block for targeted small group instruction; ensure proper service delivery time & progress monitoring for students with IEPs; improve transitions for safety & supervision; etc.

9/15/22 Monitor PLC meetings (unpacking, planning, modeling, and data) for all core content areas with a focus on utilizing results to develop targeted small group instruction plans and provide students with necessary feedback and support to achieve mastery. Provide coaching, feedback, and support to teachers and staff members when needed, to support successful implementation. (Goal 2)

Larenda Denien

06/15/2024

Notes: Leadership Team conducts class visits & provides coaching, feedback, & support to teachers using the Get Better Faster model learned in our Relay GSE training sessions

Leadership Team facilitates weekly PLC meetings & Admin. Team attends PLC meetings to observe & provide feedback & support

Redesigned the Master Schedule for 2nd Semester to ensure that Response to Data occurs daily during the Enrichment & Acceleration block

9/15/22 The principal will facilitate meetings with the members of the Leadership Team. (Goal 2)

Larenda Denien

06/15/2024

Notes: The principal facilitates meetings with the Leadership Team each Monday at 10:00

9/15/22 Teachers will engage in Learning Walks and utilize a designated form to provide their colleagues with feedback on implementation of district and school expectations. (Goal 2)

Larenda Denien

06/15/2024

Notes: Leadership Team members take teachers on learning walks/class visits and leads them through a debrief so they are able to begin implementation of practices in their classrooms. This action will continue throughout the 2023-24 school year. Teachers will also utilize the Eastway Learns Together channel to view colleagues' best practices in action.

9/15/22 Utilize Title I funds to purchase resources, supplies, and materials needed for teachers to effectively implement planned lessons and provide evidence-based interventions. Teachers will collaborate during weekly PLC meetings to develop rigorous lesson plans, incorporating the resources and materials purchased to ensure students are supported. (Goal 2)

Larenda Denien

06/15/2024

Notes:

9/15/22 Utilize Title I funds to provide extended employment during Summer Session I, June 2024. Designated faculty members will work with the Principal to develop a plan for the upcoming school year (teaching and learning, MTSS, SEL, culture and team building, etc.). We will review multiple data points from the 23-24 school year to make adjustments to our practice & expectations for the 24-25 school year. (Goal 2)

Larenda Denien

06/15/2024

Notes: Extended Employment funds will be provided to staff who will serve on various teams that will work with the principal to plan for 24-25: teacher leaders, student services faculty, admin. team, & leadership team

8/9/23	Develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. (Aligns to 8th grade Math, EVAAS, and FAM-S 29)		Larenda Denien	06/15/2024
<i>Notes:</i>				
9/14/22	Utilize the Exchange Process and Title I funds to purchase the salary and differential for two Multi-Classroom Leaders for ELA & Math. We will utilize the Teacher Leader Pathway model for the MCLs. Each MCL will support teaching & learning in a variety of ways. Examples include, but are not limited to facilitating weekly PLC meetings; conducting class visits using a monitoring and feedback tool to provide teachers with feedback & support; leading data team meetings; serving as a coach to provide assigned teachers with feedback & support with implementing action steps; supporting teachers through co-teaching & modeling; supporting students through small group instruction. (Goal 2)		Larenda Denien	06/15/2024
<i>Notes:</i>				
Implementation:		06/13/2023		
Evidence	6/13/2023 Evidence is that GLP achievement for both math and ELA has increased, and both areas are expected to meet or exceed growth projections.			
Experience	6/13/2023 While the goals aligned with this indicator have not yet been met, we are making progress and will continue to pursue the actions listed.			
Sustainability	6/13/2023 We will continue utilizing the Success by Design model for teacher coaching and planning as well as utilizing peer tutoring, EL curriculum, and Open Up curriculum.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
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Initial Assessment:	<p>The following questions will be answered below:</p> <p>A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p>	Limited Development 08/25/2022		
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B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

A. As of June 2023, we do not know if we have met this goal, as EVAAS data is not available until October.

B. Based on preliminary data, we expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections. We expect 6th, 7th and 8th grade ELA to exceed growth projections. We were able to maintain our growth goals and continue to provide students with a rigorous curriculum that will leave them more prepared for the next grade level and grade span. Our 6th and 8th grade ELA teams maintained their CCR numbers at 8.4%. Math I continued to maintain strong results, with 96.4% GLP and 55.4% CCR. Small group instruction, peer tutoring, EOG preparation and use of assessment data were strengths.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

Absence of an MTSS facilitator during more than half of the school year.

D. Utilizing Success by Design model to address coaching needs of novice teachers. - Leadership Team members (Multi-Classroom Leaders and Academic Facilitators) lead weekly content planning and response to data PLC meetings

Continuing Implementation of district mandated curriculum for Reading/ELA (Expeditionary Learning) and Math (Open Up) in alignment to district pacing calendars.

Preparing to train teachers on the Cambridge Curriculum for upcoming years

Hiring an MTSS Facilitator to lead all MTSS meetings and guide interventions

How it will look when fully met:

In order to achieve full implementation & ensure the Opportunity Score for this Indicator is "3 - Easy to Address," the district must provide the personnel for each school to ensure that interventions are carried out with integrity and fidelity, every day (MTSS Interventionists for each Content Area; MTSS Assistants for each Content Area; School Counselors for each grade level; student support services staff members for each grade level; and additional teachers & assistants to support small group instruction for all students across the school).

Full implementation will be achieved when:

- Every student is performing at or above grade level expectations
- Our core positive reinforcement system for behavior, the Jaguar Pride Plan, is implemented by 100% of staff to ensure that no students require tier 2 or tier 3 behavior support and intervention
- The MTSS Facilitator engages and participates in all content area PLCs for each grade level
- Qualitative & quantitative data is analyzed with an intentional focus on ensuring every student is performing at or above grade level with academics and every student is fully supported with positive reinforcement to eliminate unwanted behaviors
- At every grade level and for each content area, every teacher and instructional staff member provides high quality, rigorous core instruction that is aligned to the standards and is in response to student performance and achievement data

**Katie Petrillo - DOE
9/13/23**

06/15/2024

Actions

0 of 13 (0%)

9/15/22 The MTSS Facilitator will provide training for staff members so they are knowledgeable of the MTSS system and processes. Goal 4)

Katie Petrillo

11/01/2023

<i>Notes:</i>				
9/15/22	Utilize the Exchange Process and Title I funds to purchase the salary and differential for two Multi-Classroom Leader positions for ELA & Math. We will utilize the Teacher Leader Pathway model for the MCLs. Each MCL will support teaching & learning in a variety of ways. Examples include, but are not limited to facilitating weekly PLC meetings; conducting class visits using a monitoring and feedback tool to provide teachers with feedback & support; leading data team meetings; serving as a coach to provide assigned teachers with feedback & support with implementing action steps; supporting teachers through co-teaching & modeling; supporting students through small group instruction. MCLs go through a rigorous vetting process based on their effectiveness; this will allow us to provide strategic support to teachers to ensure they provide students with effective instruction, especially interventions. (Goal 4)		Larenda Denien	02/01/2024
<i>Notes:</i>				
8/9/23	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns to EVAAS and FAM-S 3)		Camille Caines	02/01/2024
<i>Notes:</i> MTSS facilitator and interventionist will meet with teachers and discuss FAM-S results and structure of interventions.				
9/11/23	Within the 2023-24 school year, our CSI -LP school will implement the following evidenced-based intervention(s) Implementation of the Out of School Tutoring program to provide additional instructional time to students based on need.to increase overall student performance. (Goal 4)		Katie Petrillo	02/16/2024
<i>Notes:</i> Meets 3 time weekly				
9/11/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) utilizing federal funding to hire a MLL teacher to increase overall performance of ML students (goal 4)		Katie Petrillo	06/14/2024
<i>Notes:</i>				

9/15/22	Teachers will engage in response to data meetings using the school-wide data driven instruction process after administering assessments to ensure small group instruction, interventions, and support are targeted to meet the needs of students. (Goal 4)		Larenda Denien	06/15/2024
<p><i>Notes: *Ongoing Action*</i></p> <p>2022-2023...</p> <ul style="list-style-type: none"> - November 1: Intervention Elective began for Q2; the MTSS Facilitator used student data to assign individual student who require interventions to a course on either A-Day or B-Day - January 26: Revised the Master Schedule that was developed by the previous school administration for 2nd Semester to increase PLC meeting times from 65 min. to 80 min. per day; include an intervention block for targeted small group instruction based on the results analyzed during the weekly Response to Data Meetings; ensure proper service delivery time & progress monitoring for students with IEPs; etc. <p>2023-2024...</p> <ul style="list-style-type: none"> *6-8 PLCs meet weekly for Response to Data meetings; this data is used for small group instruction & support - August: All PLCs will be trained on the Response to Data expectations for the school year 				
9/15/22	Teachers will accurately and completely fulfill the MTSS requirements to ensure productive and efficient Intervention Team meetings. (Goal 4)		Larenda Denien	06/15/2024

Notes: *Ongoing Action*

2022-2023...

- MTSS Facilitator provided training & support to teachers in regards to completing the MTSS requirements
- November 7: The 2nd Dean of Students started; this position was created after the principal revised the Planning/Exchange forms & Title I budget to reallocated funds. This position will allow one of the Assistant Principals to move into a strategic role with overseeing all things related to Student Services; MTSS, EC, MLL, Counselors, School Social Workers, etc.
- November 14: MTSS Facilitator transferred to another school when promoted to Dean of Students; the Leadership Team has assumed the responsibilities of the MTSS Facilitator until we are able to fill the vacancy

2023-2024...

- June: hired the MTSS Facilitator and the MTSS Interventionist
- June: MTSS Leadership Team will meet to develop the MTSS plan for 23-24
- August: MTSS Leadership Team will train all staff on the expectations and system/process for MTSS for 23-24

9/15/22 Implement practices, programs, and curriculum (Jaguar Pride Plan, SEL Lessons, Caring School Community, Leader in Me, etc.) to ensure students receive core instruction and support to enhance positive behaviors, social and emotional learning, and character education. (Goal 4)

Maria DeFazio

06/15/2024

Notes: This action was completed in 22-23 and will be initiated in 23-24.

Notes from 23-24...

Notes from 22-23...

SEL lessons are implemented, school-wide, daily; the lessons include the Caring School Community curriculum, information related to our Jaguar Pride Plan (positive reinforcement system), Leader in Me, etc.

January 26: Created an elective course that will begin 2nd Semester for 7th grade students. the course will focus on improving social & emotional skills, developing positive character traits, building effective & supportive relationship , and more. Data will be used to assign students to this course on either A-Day or B-Day; the course will be taught by our Jaguar Pride Coach.

9/15/22 Ensure that teachers and support staff keep anecdotal records and utilize a variety of data points to identify students who need supplemental or intensive support with behavior, social emotional learning, and academics so they make appropriate informal and formal referrals for assistance. (Goal 4)

Katie Petrillo

06/15/2024

Notes: This action was completed in 22-23 and will be initiated in 23-24.

Notes from 23-24...

Notes from 22-23...

Some teachers employ the Active Monitoring strategy to collect & use data in real-time to make instructional & support moves for students. Ensuring that all teachers are trained in this strategy will be a focus of 2nd semester.

Teachers are keeping notes, completing incident referrals, completing positive referrals, & meeting with members of the Leadership Team and Student Services Team to determine the most appropriate levels of support to provide to students

Used Title I funds to purchase the PBIS platform. All staff were trained on PBIS on January 11. Use of the platform began on January 16. *Prior to using the PBIS platform, teachers & staff used the Class Dojo application for Jaguar Pride points.

9/15/22	Implement supplemental and intensive practices (Classroom Guidance Lessons, School Counselor push-ins, home visits, and Champions for Kids Team) to support students who require behavior and/or social emotional instruction and assistance beyond the core. (Goal 4)		Larenda Denien	06/15/2024
<p><i>Notes:</i> *Ongoing Action*</p> <p>2022-2023...</p> <ul style="list-style-type: none"> *Student Services Team meets weekly to review student data to determine the support & interventions needed - October 26: Restorative Practices training for all staff - November 1: created a support position, Jaguar Pride Coach, to ensure teachers & staff are supported with implementing the Jaguar Pride Plan, building relationships, effective classroom management, etc. The Jaguar Pride Coach also provides student support with ensuring they demonstrate Jaguar Pride according to the tenants of our positive reinforcement plan, hosts restorative conferences/sessions, has created a student leadership team, hosts the quarterly JPP celebrations, etc. - December 1: Champions for Kids Team started. All staff members were given the opportunity to take the lead on this work by signing up to serve as a mentor for students. The champions meet with their assigned students for mentoring, coaching, & support at least once weekly. <p>2023-2024...</p> <ul style="list-style-type: none"> - June: The Leadership Team, MTSS Leadership Team, & School Social Worker will review data from 22-23 to develop the plan for supporting students during 23-24 				
9/15/22	Implement the curriculum and utilize the resources that are purchased, developed, and/or directed by the district to ensure high quality core instruction occurs for all students daily: academics (EL, Open Up, etc.) and social-emotional learning (Caring School Community, EL texts, Leader in Me, Panorama, etc.). (Goal 4)		Katie Petrillo	06/15/2024
<p><i>Notes:</i></p>				
9/15/22	Implement any CMS Normed Strategies for increasing student engagement and outcomes as it relates to improving student attendance, academic performance, behavior, social-emotional skills, etc. (Goal 4)		Katie Petrillo	06/15/2024
<p><i>Notes:</i></p>				

9/15/22	The MTSS Leadership Team will collaborate to design a school-wide system and process for providing targeted interventions so we may ensure a strategic and structured system of support exists that is aligned with district and state expectations. (Goal 4)		Larenda Denien	06/15/2024	
<p><i>Notes:</i> This action was completed in 22-23 & will be initiated in 23-24.</p> <p>Notes from 23-24...</p> <p>Notes from 22-23...</p> <p>November 1: Intervention Elective began for all grade levels on the first day of Quarter 2. Data was used to determine students who would be enrolled in the courses. The MTSS TA was trained in OG for Middle Grades to support students who required reading/ELA interventions & training was provided to the TA for Math 8 to support students who required math interventions</p> <p>January 26: Revised Master Schedule for 2nd Semester to include an Enrichment & Acceleration block built into the daily schedule to provide targeted small group instruction & web-based instructional support for students with Response to Data, allow EC Teachers to conduct progress monitoring, allow MLL teachers to provide additional support to students who require MLL services</p>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The following questions will be answered below:</p> <p>A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>B. What successes did you experience related to this indicator in meeting your goals this year?</p> <p>C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2023-2024 school year?</p> <p>Goal: The percent of students reporting a positive self-perception of their self-efficacy on the Panorama Survey will increase from 42% on the 2021-22 Panorama screener to 47% in SY2022-23 and 50% in</p>	Limited Development 09/13/2022		

SY2023-24.

A. As of May 2023, we did not fully meet this goal. The percent of students reporting a positive self-perception of their self-efficacy on the Panorama Survey was 39%.

B. The percent increased from 38% on the Fall administration of the survey to 39% on the Spring administration of the survey.

C. Challenge in getting full participation with completing the Panorama survey

Staffing inconsistencies

Increase in newcomer population

D. Having community partners come in to provide year-round services in this area

Provide clubs and other student organizations such as student government

Goal: The percent of students reporting a positive self-perception of their self-management on the Panorama survey will increase from 61% on the 2021-22 Panorama screener to 70.5% in SY2022-23 and 80% in SY2023-24.

A. As of May 2023, we made progress on this goal but did not fully meet it.

B. By Fall, we were at 56%, and Spring data was 57% on the Panorama survey. We did improve between the fall and spring by 1%.

Mecklenburg County Community Relations groups have provided weekly sessions in this area.

C. We have a high population of students with low management skills.

Insufficient staffing has been a challenge

Support staff members who would help with self-management have been limited or pulled in other directions.

D. Hiring more staff including an MTSS facilitator and a parent advocate.

Incentivizing staff retention

Addressing school culture for buy-in to maintain sufficient staffing over time

Goal: The percent of students reporting a positive self-perception of their engagement on the Panorama Survey will increase from 35% on the 2021-22 Panorama screener to 40% in SY2022-23 and 45% in SY2023-24.

A. As of May 2023, we made progress on this goal but did not fully meet it.

B. This did increase from 31% in the fall to 33% in the spring

The Jaguar coach and CIS have had success in this area with school-wide events and outings as well as field trips for core subject areas

Champion Plan with mentors was implemented and has helped in this area.

PBIS and the school store and principal's Wheel of Wow have increased student engagement

C. Time constraints in scheduling SEL time

Schedule changes to accommodate various student needs

D. Continue to expand on initiatives we have begun such as Champion, PBIS, Jaguar Pride Plan

Incentivize recruitment opportunities

Goal: Ensure a positive school climate and establish anti-bullying protocols.

A. As of May 2023, we have met this goal.

B. We have initiated anti-bullying protocols.

We have well-used reporting tools for this plan.

Administration responds quickly with mediations and restorative

circles. The CMS help line is utilized, The Jaguar coach position was created, and this individual helps with mediations.

C. Challenges are in bringing awareness to prevention and planning sessions for bullying prevention.

D. Dedicated time with this focus to be allotted.

<p>How it will look when fully met:</p>	<p>Full implementation will be achieved when:</p> <ul style="list-style-type: none"> - Every student has internalized the behavior expectations defined in our core positive reinforcement system for behavior, the Jaguar Pride Plan - The Jaguar Pride Plan is fully implemented by 100% of staff to ensure that no students require tier 2 or tier 3 support and intervention - The MTSS Facilitator engages and participates in all Student Services PLC Meetings - Qualitative & quantitative 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, is aligned to the CASEL standards & is in response to data - Students engage in successful peer mediation practices - Student Leadership Action Teams are successfully operating for the betterment of our total school program 		<p>Larenda Denien</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>2 of 15 (13%)</p>		
<p>9/14/22</p>	<p>Design and initiate a mentoring system, Champions for Kids, in which teachers and staff members are strategically assigned to serve as mentors to students in need of support. (Guardrail 3)</p>	<p>Complete 11/01/2022</p>	<p>Antoinette Brandon</p>	<p>11/01/2022</p>
<p><i>Notes:</i> Notes from 2022-23: The Champions for Kids team was created in November and the mentors began meeting with their mentees for regular sessions in December.</p>				

9/14/22	Develop and initiate a positive reinforcement system, the Jaguar Pride Plan, to ensure core behavior support is in place for all students, school-wide; teachers & staff will receive support with implementing the plan throughout the year, as needed. (Guardrail 3)	Complete 05/15/2023	Larenda Denien	05/19/2023
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Notes: Action that was carried out during 2022-2023 and will be initiated for 2023-2024.

Notes from 22-23...

The Jaguar Pride Plan was shared with staff in August. On August 29, we began rolling out the plan with students. Daily SEL lessons and the daily morning news broadcast include the tenants & expectations of the JPP (matrix highlighting the expectations for Safety, Respect, & Responsibility in all parts of the building; positive referrals; etc.).

We have received more than 70 positive referrals for students thus far. We have recognized/highlighted these students on our morning broadcast & shared photos of students on social media

October 31, 2022 - Roll out of the Jaguar Pride Coach role (Rochelle Gray). Ms. Gray started in the role on November 7, 2022. She is planning the Jaguar Pride Celebrations; and has started observing teachers and students to provide effective and strategic coaching & support for implementation with integrity & to improve student outcomes in regards to behavior expectations. On November 17, 2022, she accompanied K. Petrillo (Assistant Principal) to Northeast Middle School to observe their implementation of PBIS & the school store model.

December: Purchased the PBIS platform & began securing partnerships & funding to stock the school store.

January 11: Staff Meeting to provide all staff with training on PBIS & use of the platform.

January 16: Staff stopped using the Class Dojo application and began using the PBIS platform for Jaguar Pride points

January 27: Quarter 2 Jaguar Pride Celebration

Implementation of our Jaguar Pride plan with integrity and success will continue as the year progresses & additional updates will be shared in this section.

8/9/23	Implement our mentoring system, Champions for Kids, in which teachers and staff members are strategically assigned to serve as mentors to students in need of support. (Guardrail 3)		Mark Joslin	02/01/2024
<i>Notes:</i>				
9/14/22	Teachers will provide SEL instruction each day using Caring School Communities curriculum, Leader in Me resources, and other materials and resources related to the CASEL standards. (Guardrail 3)		Katie Petrillo	06/15/2024
<p><i>Notes:</i> Action completed in 22-23 and will be initiated in 23-24.</p> <p>Notes from 24-24...</p> <p>Notes from 22-23... Daily SEL lessons are taught school-wide; the lessons are developed by Dr. Brandon</p>				
9/14/22	The MTSS Facilitator will lead MTSS Leadership Team Meetings (bi-weekly) and participate in the Student Services PLC Meetings (weekly) to ensure students receive Tier 2 & Tier 3 behavior support, when needed. (Guardrail 3)		Camille Caines	06/15/2024
<p><i>Notes:</i> Action completed in 22-23 and will be initiated in 23-24.</p> <p>Notes from 23-24...</p> <p>Notes from 22-23... MTSS Facilitator provided training to all staff in whole group sessions & during planning blocks</p> <p>Leadership Team has assumed the responsibilities of the MTSS Facilitator since the employee in the position took a promotion as Dean of Students at another school</p> <p>Assistant Principal (KP) has been assigned to lead the Student Services PLC, which includes MTSS. The Assistant Principal & Principal attend the weekly meetings.</p>				

9/14/22	The MTSS Facilitator and Student Services PLC members will facilitate Response to Data meetings for teachers and support staff after the administration of the Panorama Survey; the MTSS Facilitator and Student Services PLC members will provide support to teachers and staff with developing targeted lesson plans for SEL that are aligned to the CASEL standards and in response to the survey results. (Guardrail 3)		Katie Petrillo	06/15/2024
<p><i>Notes:</i> This action was completed in 22-23 and will be initiated in 23-24...</p> <p>Notes from 23-24...</p> <p>Notes from 22-23...</p> <p>Weekly Student Services PLC meetings to review data (panorama survey, incident referrals, incidents in PowerSchool, etc.)</p> <p>Daily SEL lessons implemented school-wide</p> <p>2nd Semester: Student Services PLC members will host a weekly session with all grade levels to review data (behavior/incidents, attendance, panorama, etc.) to determine the levels of support needed for individual students</p>				
9/14/22	Members of the Student Services PLC will ensure full implementation of the Jaguar Pride Plan by monitoring students' points, weekly, and working with designated students in need of support; conducting class visits & providing teachers with feedback; and designing data-driven Character Ed & SEL lessons and providing instruction for designated students during the end of quarter events. (Guardrail 3)		Katie Petrillo	06/15/2024
<p><i>Notes:</i> *Ongoing Action*</p> <p>2022-2023...</p> <ul style="list-style-type: none"> - Weekly Student Services PLC meetings - Quarterly Jaguar Pride Celebrations - Positive Referrals for Students Daily - December: Champion for Kids Team began - January: School Store <p>2023-2024...</p> <ul style="list-style-type: none"> - Continue the work that started in 22-23 aligned to our positive reinforcement plan - June: review data to make adjustments to the Jaguar Pride Plan for 23-24 - August: all staff trained on Jaguar Pride Plan implementation 				

8/9/23	Provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. (Aligns to SEL, OSS, EVAAS, and FAM-S 30)		Larenda Denien	06/15/2024
<i>Notes:</i>				
8/9/23	Provide SEL planning time for PLCs quarterly so teams can review Panorama data and develop lessons utilizing provisioned district curriculum and the Panorama Playbook. (Aligns to SEL and FAM-S 31)		Larenda Denien	06/15/2024
<i>Notes:</i>				
8/9/23	Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. (Aligns to EVAAS) Link to Attendance Plan: https://docs.google.com/document/d/1h1mfatssNiJcel6v7IZo-Xg8LWr-YweTuc01NWuFyhW/edit		Mark Joslin	06/15/2024
<i>Notes:</i> Attendance Plan Link: https://docs.google.com/document/d/1h1mfatssNiJcel6v7IZo-Xg8LWr-YweTuc01NWuFyhW/edit				
9/14/22	Identify students who will serve as leaders and members of Student Leadership Action Teams. (Guardrail 3)		Maria DeFazio	06/15/2024

Notes: Action completed in 22-23 and will be initiated in 23-24.

Notes from 23-24...

Notes from 22-23...

Dr. Bandon, Magnet Coordinator, has identified students to serve on the Student Leadership Action Teams. Students have already started doing the lift (see below). We will continue to monitor our students to determine additional students to take the lead on the important work we have happening our building.

September:

- students led our Curriculum Night & Annual Title I Family Meeting

October:

- students helped plan & organize our Homecoming Football Game festivities & the 8th Grade Athlete Night Recognition;
- students presented their country of origin to highlight Hispanic Heritage Month on our morning broadcast

November:

- students are working on creating videos that outline the the expectations planned for the 2nd Quarter whole school reset (i.e., cafeteria expectations; hallway expectations for arrival, dismissal, & transitions; etc.)
- students are interviewing staff throughout the school to do staff member spotlights to share during the SEL block

December:

- students will help plan and organize, as well as, accompany Principal Denien and Dr. Brandon to a Magnet Fair at Devonshire Elementary School where they will share our magnet with elementary school families to increase enrollment in 23-24

January:

Jaguar Pride Coach started a student leadership cohort that will support their peers and participate in a variety of leadership opportunities such as campus beautification, support with Jaguar Pride celebrations, etc.

February:

On February 9, the coach from Franklin-Covey will provide Leader in Me coaching for our Student Leadership Team

9/14/22	Provide opportunities for teachers and staff to engage in strategic learning sessions related to quality SEL support. (Guardrail 3)		Larenda Denien	06/15/2024
<p><i>Notes: *Ongoing Action*</i></p> <p>2022-2023...</p> <ul style="list-style-type: none"> - August 24: SEL Playground training - October 26: Restorative Practices PD - December: Training for Staff serving as Champions for Kids - January 11: PBIS Training <p>2023-2024...</p> <ul style="list-style-type: none"> - August: SEL Playground training - August: Jaguar Pride training 				
9/15/22	Ensure that staff members are actively engaged with students who need supplemental behavioral, social, and/or emotional support, as well as attendance support as assigned. Collect required forms to track progress and monitor support, each week. The MTSS Facilitator will develop a comprehensive analytics report of the support and student progress to share with the Principal and the Student Services PLC during the SSPLC meetings. (Guardrail 3)		Larenda Denien	06/15/2024
<p><i>Notes: *Ongoing Action*</i></p> <ul style="list-style-type: none"> - Weekly Student Services PLC meetings - December: Champions for Kids Team began; adult staff members are serving as mentors to students who require supplemental & intensive support - 2nd Semester: Student Services Team will host weekly sessions with teachers on all grade levels to review data & ensure appropriate support is provided for students <p>2023-2024...</p> <ul style="list-style-type: none"> - Continue the actions from 22-23 - June: analyze data to develop a plan for 23-24 				
9/15/22	Utilize Title I funds to purchase supplies, materials, and resources that will support our school-wide efforts related to ensuring effective implementation of SEL and our Jaguar Pride Plan. (Guardrail 3)		Larenda Denien	06/15/2024

Notes: Action that was carried out during 2022-2023 and will be initiated for 2023-2024.

Notes from 22-23...

December: Purchased PBIS

January: Purchased items for the School Store (some items funded through Title I, some through P-Card purchases, & some through community partners)

January 27: Jaguar Pride Celebration

8/9/23 Implement a positive reinforcement system, the Jaguar Pride Plan, to ensure core behavior support is in place for all students, school-wide; teachers & staff will receive support with implementing the plan throughout the year, as needed. (Guardrail 3)

Larenda Denien

06/15/2024

Notes:

KEY

A4.16

The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The following questions will be answered below:

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

A. We did not have a specific goal target that aligned to this indicator. However, it relates to each of the goals regarding students' positive perceptions on the Panorama Survey regarding self-efficacy, self-management, and engagement.

B. Successes include daily SEL lessons being taught, Leader in Me leadership class empowering student leaders to act as ambassadors for Leadership Day, school tours for elementary school students, and various parent events such as concerts. Field trips for each grade level, Big Brothers and Big Sisters programs, GenOne, and Jaguar Pride coaching sessions for students and teachers, and the Champions for Kids team. Students led efforts to plan the 8th grade social, Carowinds field trip and promotion ceremony, and counselors and former Eastway students from Garinger met with 8th graders to help with transition.

C. The challenges include generating more participation from students and parents in school-wide events and expanding opportunities for clubs and extracurricular programs.

D. Opportunities include forming and maintaining an active Family Empowerment Committee to provide all families with equitable access to programs and support and offering clubs to give students access to explore a variety of interests.

Limited Development
09/15/2022

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>This indicator will be fully implemented when:</p> <ul style="list-style-type: none"> - Every student pursues an area of interest and gets involved in at least one of the offerings we have available (clubs, extracurriculars, athletics, band, orchestra, special programs, student leadership action teams, and/or the variety of elective courses offered) - All tenets of the Leader in Me model is fully internalized by every student and every staff member so students are empowered leaders in our school and beyond, and each student has developed the leadership and life skills that allow them to be successful in all endeavors - Every 6th grade student transitions to middle school successfully; every 7th grade student successfully transitions to 8th grade; and every 8th grade student successfully transitions to 9th grade - An effective Family Empowerment Committee is established that provides all families with equitable access to programs and support - All students and families attend and participate in school-wide events - The efforts of each Student Leadership Action Team leads to overall school improvement - Student Leaders serve as ambassadors who successfully lead school-wide decision-making and providing intentional on-boarding for incoming students and their families - Effective partnerships exist among all of the Elementary Schools that feed into Eastway Middle School - An effective partnership exists between Eastway Middle School and Garinger High School 			Katie Petrillo - DOE 9/13/23	06/15/2024
Actions			0 of 3 (0%)		
	9/16/22	Ensure students have opportunities to participate in field trips that are designed to support their future aspirations. (SEL)		Kathy Shea	02/20/2024

Notes: Field Trips from 23-24...

October: 8th Grade - JA Finance Park

December: 6th Grade - JA BizTown

January: 7th Grade - Butterfly Project

Field Trips from 22-23...

October: 6th Grade - JA BizTown

December: 8th Grade - Finance Park

Big Brothers, Big Sisters through CIS

GenOne

9/16/22 Student Services Team will utilize data to determine student needs and provide appropriate levels of support. (SEL)

Mark Joslin

06/15/2024

Notes: -Weekly Student Services PLC Meetings
-Champions for Kids Team began in December
-Jaguar Pride Coach for restorative conferences, student support with behavior & character education, & teacher support with classroom management & relationship building

9/15/22 Teachers and staff members will actively support each student with identifying their areas of interest and help ensure each student gets involved in at least one of the offerings we have available (clubs, extracurriculars, athletics, band, orchestra, special programs, student leadership action teams, and/or the variety of elective courses offered). (SEL)

Katie Petrillo

06/15/2024

Notes: *Ongoing Action*

2022-2023...

- Opportunities for student leadership and participation in a variety of offerings are shared during the SEL slides & on morning announcements.

- 2nd Semester - adding two new electives: Help Desk taught by the Media Coordinator & Enrichment taught by the Jaguar Pride Coach

2023-2024...

- June: create a survey for students to take in September regarding interest in clubs, extracurriculars, special programs, student leadership teams, electives, etc.

Implementation:		06/20/2023		
<i>Evidence</i>	6/20/2023			
<i>Experience</i>	6/20/2023			
<i>Sustainability</i>	6/20/2023			

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
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Initial Assessment:

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022023 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.

B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.

Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.

C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data on the implementation of effective practices

D. Scheduling calibration visits for members of the leadership team, debriefing & analyzing the results of our visits to design practice clinics on effective practices, host learning walks with teachers, and determining when practices need to change and/or be improved

Goal: The percent of 6th-8th grade students who score at the College

Limited Development
09/11/2023

and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data on the implementation of effective practices

D. Scheduling calibration visits for members of the leadership team, debriefing & analyzing the results of our visits to design practice clinics on effective practices, host learning walks with teachers, and determining when practices need to change and/or be improved

How it will look when fully met:

All teachers & staff implement effective practices
 Increase in GLP & CCR as measured by EOGs
 Exceed Growth expectations as measured by EOGs

Kris Wawer - DOE
 9/13/23

06/15/2024

Actions

0 of 1 (0%)

9/11/23 Conduct class visits & walkthroughs so bi-monthly meetings may be used for analyzing the data collected & reviewing implementation of effective practices to determine areas for growth & improvement (goal 4)

Jill Barclay

06/07/2024

Notes:

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:

Limited Development

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022023 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.

B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.

Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.

C. Ensuring our teachers have uninterrupted time for instructional planning

D. Redesign our school-wide process & expectations for instructional planning & response to data

Developing a master schedule that allows team meetings to be evenly distributed throughout the week so administration & leadership team members are able to actively engage & participate

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in

SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Ensuring our teachers have uninterrupted time for instructional planning

D. Redesign our school-wide process & expectations for instructional planning & response to data

Developing a master schedule that allows team meetings to be evenly distributed throughout the week so administration & leadership team members are able to actively engage & participate

How it will look when fully met:

- All teachers & staff on each PLC will fully implement the school-wide process & expectations for instructional planning & response to data
- Teachers & staff, including Administration & Leadership Team members, are actively engaged & fully participate in PLC meetings for planning instruction & responding to data
- Increases in student performance & proficiency as measured by the EOGs
- Students exceed growth expectations as measured by the EOGs

Larenda Denien

06/15/2024

Actions

0 of 1 (0%)

9/12/23 Implement a school-wide process for instructional planning & response to data (goals 2 & 4)

Larenda Denien

06/15/2024

Notes:

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:

Limited Development

The following questions will be answered below:

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022023 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.

B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections. The principal and ILT team met throughout the school year to discuss areas of focus for instruction and ways to improve teacher effectiveness. The principal established an MTSS Leadership Team and a Student Services PLC, both of which met frequently throughout the year to discuss ways to improve student outcomes. Members of the ILT, the principal and district leaders conducted learning walks and provided feedback to teachers. The principal conducted classroom observations throughout the year and provided timely and specific feedback to teachers. The principal sought out, participated in and/or offered professional learning opportunities to ILT and other staff leaders.

Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.

Eighth-grade students also competed in math competitions at UNCC

and Appalachian State University.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

Time devoted specifically to implementing strategic, data-informed coaching by all ILT leaders.

D. Utilizing Success by Design model to address coaching needs of novice teachers.

Providing strategic planning sessions and data-driven discussions to provide targeted skills and build on them

Continuing and expanding peer tutoring opportunities

Providing professional learning opportunities that are differentiated for teachers and support staff in response to the data collected during formal and informal observations and class visits.

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR. The principal and ILT team met throughout the school year to discuss areas of focus for instruction and ways to improve teacher effectiveness. The principal established an MTSS Leadership Team and a Student Services PLC, both of which met frequently throughout the year to discuss ways to improve student outcomes. Members of the ILT, the principal and district leaders conducted learning walks and provided feedback to teachers. The principal conducted classroom observations throughout the year and provided timely and specific feedback to teachers. The principal sought out, participated in and/or offered professional learning opportunities to ILT and other staff leaders.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

Time devoted specifically to implementing strategic, data-informed coaching by all ILT leaders.

D. Utilizing Success by Design model to address coaching needs of novice teachers.

Providing strategic planning sessions and data-driven discussions to provide targeted skills and build on them.

Continuing to utilize the EL Curriculum and prepare to train teachers on the Cambridge Curriculum for upcoming years.

Providing professional learning opportunities that are differentiated for teachers and support staff in response to the data collected during formal and informal observations and class visits.

Goal: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

A. As of June 2023, we do not know if we have met this goal, as EVAAS data is not available until October.

B. Based on preliminary data, we expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections. We expect 6th, 7th and 8th grade ELA to exceed growth projections. We were able to maintain our growth goals and continue to provide students with a rigorous curriculum that will leave them more prepared for the next grade level and grade span. Our 6th and 8th grade ELA teams maintained their CCR numbers at 8.4%. Math I continued to maintain strong results, with 96.4% GLP and 55.4% CCR. Small group instruction, peer tutoring, EOG preparation and use of assessment data were strengths. The principal established an MTSS Leadership Team and a Student Services PLC, both of which met frequently throughout the year to discuss ways to improve student outcomes. Members of the ILT, the principal and district leaders conducted learning walks and provided feedback to teachers. The principal conducted classroom observations throughout the year and provided timely and specific feedback to teachers. The principal sought out, participated in and/or offered professional learning opportunities to ILT and other staff leaders.

C. Staffing inconsistencies and novice teachers.

Increase in newcomer population with students acquiring basic language skills.

Absence of an MTSS facilitator during more than half of the school year.

Time devoted specifically to implementing strategic, data-informed coaching by all ILT leaders.

D. Utilizing Success by Design model to address coaching needs of novice teachers. - Leadership Team members (Multi-Classroom Leaders and Academic Facilitators) lead weekly content planning and response to data PLC meetings

Continuing Implementation of district mandated curriculum for Reading/ELA (Expeditionary Learning) and Math (Open Up) in alignment to district pacing calendars.

Hiring an MTSS Facilitator to lead all MTSS meetings and guide interventions

Providing professional learning opportunities that are differentiated for teachers and support staff in response to the data collected during formal and informal observations and class visits.

How it will look when fully met:

Full implementation will be met when:

- All members of each Leadership Team implement strategic, data-informed coaching and support using the Get Better Faster model and all teachers implement the targeted action steps developed in the coaching sessions with integrity and success
- Professional Learning opportunities are differentiated for teachers and support staff in response to the data collected during both formal and informal observations and class visits (PD, practice clinics, etc.)
- Student achievement results meet or exceed the qualitative data points defined in our School Improvement Plan

Larenda Denien

06/15/2024

9/15/22	Provide Leadership Team members with training on the Eastway Coaching Plan using the Get Better Faster model so they are prepared to begin coaching teachers starting Quarter 2; training will help ensure each coach is able to identify the highest levers for change and improvement so they may develop strategic action steps and offer effective feedback and coaching. (Goal 2, Goal 4, & FAMS-3)		Larenda Denien	02/01/2024
	<p><i>Notes:</i> Action that was carried out during 2022-2023 and will be initiated for 2023-2024.</p> <p>Notes from 22-23... Leadership Team members are participating in a yearlong PD with Relay GSE</p>			
9/15/22	Conduct calibration visits with Leadership Team members to ensure all instructional leaders are able to identify the highest levers for change and improvement when developing action steps and providing feedback and coaching. (Goal 2, Goal 4, & FAM S-3)		Larenda Denien	06/15/2024
	<i>Notes:</i>			
9/15/22	Develop a plan that ensures every teacher has a class visit that is conducted by a member of the Leadership Team using a monitoring & feedback tool. (Goal 2, Goal 4, FAM S-3)		Larenda Denien	06/15/2024
	<p><i>Notes:</i> Action that was carried out during 2022-2023 and will be initiated for 2023-2024.</p> <p>Notes from 22-23... - Coaching using the Get Better Faster model from Relay GSE - Leadership Team participates in Calibration Visits</p>			
9/15/22	The Principal will visit every classroom at least once, every two weeks. (Goal 2, Goal 4, FAM-3)		Larenda Denien	06/15/2024
	<p><i>Notes:</i> Action that was carried out during 2022-2023 and will be initiated for 2023-2024.</p> <p>Notes from 22-23... -Informal and formal class visits</p>			
9/15/22	Provide professional learning opportunities that are aligned to improving the Instructional Planning Approach (unpacking, planning, modeling, & data meetings); teacher practice; lesson implementation (delivery, monitoring, & responding); observation & feedback; and school culture. (Goal 2, Goal 4, FAM-S3)		Larenda Denien	06/15/2024

Notes: Action that was carried out during 2022-2023 and will be initiated for 2023-2024.

Notes from 22-23...
Ongoing Action

2022-2023...
- Job embedded PD during PLC Meetings
- Early Release Day PD
- Eastway Learns Together videos

2023-2024...
- Continue to actions from 22-23
- August: provide training for all staff on the school-wide expectations for the Instructional Planning Approach & Response to Data systems/processes

9/15/22 Utilize the Instructional Excellence monitoring & feedback tool when conducting formal class visits to monitor instruction & learning and to provide teachers with feedback related to the Instructional Excellence Look Fors, Core Actions, and SIP targets. (Goal 2, Goal 4, & FAM-S3)

Larenda Denien

06/15/2024

Notes: This action will be continued for the 2023-24 school year.

9/15/22 Ensure the implementation of a school-based coaching plan that includes monthly check-ins & support meetings for each coach with the Principal. (Goal 2, Goal 4, FAM-S3)

Larenda Denien

06/15/2024

Notes: Action that was carried out during 2022-2023 and will be initiated for 2023-2024.

Notes from 22-23...
Coaching using the Get Better Faster Model from Relay GSE. This action will be continued in the 2023-24 school year.

9/15/22 Monitor coaching notes to ensure feedback accurately reflects targeted action steps that align to our plan for improvement. (Goal 2, Goal 4, FAM-S3)

Larenda Denien

06/15/2024

Notes: This action will be continued in the 2023-24 school year.

8/9/23 Develop a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S 3)

Larenda Denien

06/15/2024

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>B. What successes did you experience related to this indicator in meeting your goals this year?</p> <p>C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2023-2024 school year?</p> <p>Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022023 and 28% in SY2023-24.</p> <p>A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.</p> <p>B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.</p> <p>Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.</p> <p>C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data</p> <p>D. Scheduling calibration visits for members of the leadership team, conducting walkthroughs regularly, & completing coaching visits;</p>	Limited Development 09/11/2023		

debriefing after group visits and meeting as a team bi-weekly to analyze the results of our walkthroughs & visits to design practice clinics, plan learning walks with teachers, & host PD based on the needs of our students & staff.

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data

D. Scheduling calibration visits for members of the leadership team, conducting walkthroughs regularly, & completing coaching visits; debriefing after group visits and meeting as a team bi-weekly to analyze the results of our walkthroughs & visits to design practice clinics, plan learning walks with teachers, & host PD based on the needs of our students & staff.

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - Members of the Leadership Team (Admin & Content Leads) conduct class visits in all classrooms at least twice a month to provide teachers with feedback & support - Data collected from class visits, formal observations, & student performance data is utilized by the Leadership Team when making decisions about professional development needs (i.e., practice clinics, job-embedded PD, coaching in real-time, conference opportunities, etc.) - Increases in student performance & proficiency, as measured by the EOGs - Students exceed the growth expectations, as measured by the EOGs 		<p>Kris Wawer - DOE 9/13/23</p>	<p>06/15/2024</p>
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Actions		0 of 2 (0%)		
9/12/23	Leadership Team conducts calibration visits with debriefing & action planning (goal 4)		Katie Petrillo	12/01/2023
<i>Notes:</i>				
9/12/23	Leadership Team (Admin & Content Leads) meets bi-monthly to review data collected from class visits, formal observations, student performance results, etc. to determine the professional development needs of teachers & staff (Goal 2 & 4)		Larenda Denien	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>B. What successes did you experience related to this indicator in meeting your goals this year?</p> <p>C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p>	Limited Development 09/18/2023		

D. What opportunities exist to address these challenges in the 2023-2024 school year?

Goal: The percent of 8th grade students who score at the College and Career (CCR) level – a 4 or 5 – on the Grade 8 Mathematics EOG will increase from 7.5% in SY2021-22 to 17.8% in SY 2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 3.7%, based on preliminary data.

B. Overall achievement was 30% for GLP for Math 8 and Math I, which was doubled from the 2021-22 school year. We expect that 6th grade math will meet EVAAS growth projections and 7th and 8th and Math I will exceed growth projections.

Peer tutoring was extremely helpful for 8th grade math students. The average percentile above projected was 27.2% for 8th graders. The average percentile over projected for peer-tutored students, however, was 41.2%. Math I students also continue to be very successful, with 96.4% GLP and 55.4% CCR.

C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data on the implementation of effective practices

D. Scheduling calibration visits for members of the leadership team, debriefing & analyzing the results of our visits to design practice clinics on effective practices, host learning walks with teachers, and determining when practices need to change and/or be improved

Goal: The percent of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 8.3% in SY2021-22 to 18.5% in SY2022-23 and 28% in SY2023-24.

A. As of June 2023, we did not meet this goal. The percent of 6th-8th grade students who scored at the CCR level on the Grade 6-8 Reading EOG was 7.4%, based on preliminary data.

B. Our overall achievement was 19.7% for GLP, and we expect to meet or exceed our overall EVAAS growth projections across the board. We look to accelerate our learning so we make our 2023-24 target of 28% CCR.

C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching & learning so we collect necessary data on the implementation of effective practices

D. Scheduling calibration visits for members of the leadership team, debriefing & analyzing the results of our visits to design practice clinics on effective practices, host learning walks with teachers, and determining when practices need to change and/or be improved

How it will look when fully met:

All teachers & staff implement effective practices

Staff will be recognized for their effectiveness

Staff who are ineffective will receive intense coaching & support through performance counseling

Increase in GLP & CCR as measured by EOGs

Exceed Growth expectations as measured by EOGs

Larenda Denien

06/15/2024

Actions

0 of 1 (0%)

9/26/23

Class visits (informal & formal) will be conducted regularly to monitor teacher & staff performance; staff who are effective will be recognized & highlighted regularly & staff who are ineffective will receive intense coaching, support, & extended professional learning through performance counseling.

Larenda Denien

06/15/2024

Notes:

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
<i>Initial Assessment:</i>		<p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 7.5 % in SY2021-22 to 17.8 % in SY2022-23 and 28% in SY2023-24.</p> <p>What successes did you experience related to this indicator in meeting your goals this year?</p> <p>We meet growth in this area</p> <p>What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p> <p>Student attendance is a challenge and obtaining a certified math teacher</p> <p>Ensuring students get acceleration support as needed while doing grade level work</p> <p>What opportunities exist to address these challenges in the 2023-2024 school year?</p> <p>School wide PLC agenda using RELAY coaching techniques</p>	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		<p>Increase in GLP, CCR , and exceed growth on the EOG</p> <p>Data points would include MAP assessment, district assessments, common assessments</p>		Larenda Denien	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/11/23	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 engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (goal 4)		Larenda Denien	06/15/2024

Notes:

9/11/23 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 utilizing Title I funds to trade for additional allotments/positions that will provide instructional support to students and to teachers through coaching and feedback. (goal 4)

Larenda Denien

06/15/2024

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
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Initial Assessment:

The following questions will be answered below:

A. To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

B. What successes did you experience related to this indicator in meeting your goals this year?

C. What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2023-2024 school year?

A. We did not have a specific goal target that aligned to this indicator. However, it relates to each of the goals regarding students' positive perceptions on the Panorama Survey regarding self-efficacy, self-management, and engagement as well as the achievement goals for reading and math.

B. Successes include that a monthly parent newsletter is shared with parents. Communication is also routinely shared in the form of ConnectEd messages, Remind texts, social media and the Class Dojo platforms. Family events are hosted such as curriculum nights and winter and spring concerts. Communities in Schools provided parent sessions regarding information on topics of concern including: vaping, immigration, social media, etc. The PTSA has become active this year. Information was sent home regarding MAP and End-of-Grade testing and the EOG Extravaganza to prepare students for testing.

C. The challenges include generating more participation from parents and families in school-wide events and expanding opportunities for community involvement.

D. Opportunities include forming and maintaining an active Family Empowerment Committee to provide all families with equitable access to programs and support. Other opportunities include expanding the involvement of the newly formed PTSA.

Limited Development
09/14/2022

How it will look when fully met:	<p>Full implementation will be achieved when:</p> <ul style="list-style-type: none"> - All families attend, participate in, and engage in events designed to provide information regarding curriculum, instruction, student performance, and ways families may support their child/children at home - All families know and understand their child's/children's academic, behavior, and social & emotional performance and achievement data 		Larenda Denien	06/15/2024
Actions		0 of 5 (0%)		
8/9/23	Create and execute a flow chart for parent communication to increase family involvement in all tiered intervention plan meetings. (Aligns to EVAAS, OSS, and FAM-S 3)		Katie Petrillo	02/20/2024
<i>Notes:</i>				
9/15/22	Share a monthly newsletter with families, The Jaguar Edition, to share information, provide resources & support for families, and to share the importance of family involvement in their child's education. (SEL)		Katie Petrillo	06/15/2024
<p><i>Notes:</i> Action that was carried out during 2022-2023 and will be initiated for 2023-2024.</p> <p>Notes from 22-23... Jaguar Edition was shared at the beginning of each month of the 22-23 school year.</p>				
9/15/22	Utilize social media platforms, Parent Square, Remind Texts, and Connect 5 messages to provide families with information that may help them better support their children at home. (SEL)		Katie Petrillo	06/15/2024
<i>Notes:</i> This action will be continued in the 2023-24 school year.				
9/15/22	Implement any CMS Normed Strategies for increasing student engagement and outcomes as it relates to improving student attendance, academic performance, behavior, social-emotional skills, etc. (SEL)		Katie Petrillo	06/15/2024
<i>Notes:</i> This action will continue for the 2023-24 school year.				

9/15/22	<p>Increase family engagement and support while ensuring the support efforts are based on their specific needs and wants (data gathered through surveys and other input channels). The School Social Workers will work closely with the SSPLC to craft a plan for strategic support. We will host family events (face-to-face, if possible, and/or virtual) that provide support with personal family needs, academic assistance for students, and access to social emotional supports. Title I funds will be used when needed. (SEL)</p>		Mark Joslin	06/15/2024
<p><i>Notes:</i> Action that was carried out during 2022-2023 and will be initiated for 2023-2024.</p> <p>Notes from 22-23...</p> <p>September: Curriculum Night & Annual Title I Family Night</p> <p>November: Talent Development Night + CIS Info Session</p>				