

Comprehensive Progress Report

Mission: 1) We exist to be a welcoming and safe place, both physically and mentally, for all students in our school community.
2) We exist to open doors for all students to indulge their curiosity and discover their passions.
3) We exist to challenge and support all students in rigorous learning.

Vision: McClintock STEAM Middle School exists to be the school of choice for students, families, and educators in Charlotte, North Carolina

Goals:

Provide a duty-free lunch period for every teacher on a daily basis. (A1.07)

Provide duty-free instructional planning time for every teacher under 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. (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (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 15.1 in SY2021-22 to 21.6% in SY2022-23 and ___% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or 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 engagement will increase from 34 % on the Fall 2021 Panorama Screener (in Grades 6-12) to 39% in SY2022-23 and 44% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 52% in SY2021-22 to 37% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives KEY = Key Indicator

Core Function: **Dimension A - Instructional Excellence and Alignment**

| Effective Practice: | | Curriculum and instructional alignment | | | |
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| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Currently we have PLC teams in place to address common assessments and unit planning. There are still areas for growth in alignment. Math 8 and ELA 6 are transitioning to new district adopted curriculum resources. We need all Math 8 and ELA 6 teachers to be engaged in the process and implementing with fidelity. Non adopting PLC's vary in their effectiveness at aligning to standards and rigor. Some PLC's are supported by an academic facilitator or a success by design teacher leader. | Limited Development 10/04/2016 | | |
| <i>How it will look when fully met:</i> | | <p>A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>At full implementation, all content areas will regularly participate in PLC planning multiple times per week. PLCs will establish protocols expectations and norms that are embraced by all members. In planning meetings, teacher teams will fully unpack the standards with each unit. Math and ELA PLCs will use the district provisions curricula and spend planning time to unpack standards, internalize lessons and ensure cultural relevancy for students. PLCs will use the district-provided mid-unit, end of unit, and quarterly assessments in Mastery Connect. Time will also be spent ensuring that the needs of all learners, specifically EC and EL, are being met.</p> <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> • 90% of teachers indicate that the school had dedicated time to analyze work and or assessments for future instruction on the Insight Survey. • 90% of teachers indicate that they collaborate at least weekly with teachers and leaders to improve instructional plans based on student responses. • 90% of teachers indicate that the time they spend collaborating with their colleagues is productive. • Walk through data indicates delivery of instruction aligned with the curricula as written. | | James Jerrell | 06/15/2024 |
| Actions | | | 8 of 11 (73%) | | |
| | 9/26/19 | Support ELA 6 and Math 8 in their implementation of district curriculum. Utilize planning days for deep dives and data discussion. Provide teachers time for data dives and differentiation plans. | Complete 10/31/2019 | Shannon Gibson | 10/31/2019 |

Notes: 11/13/2019 ELA 6 and Math 8 participated in district planning on October early release
 ELA 6 had a full planning day in October in house.
 2/3/2020 - We are currently awaiting district decision on which grade levels will implement the new curriculum for ELA and Math. We will then make decisions on PD for our staff in house above and beyond district PD.

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| 9/12/19 | Identify PLC's who have not attended district IPA training and send them to training | Complete 05/30/2020 | Shannon Gibson | 05/31/2020 |
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| 9/12/19 | Utilize Title 1 funds to provide half day planning to PLC for long term planning and data dives once per quarter. | Complete 05/03/2021 | Cherita Abney | 05/28/2021 |
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Notes: 11/13/2019 - Title 1 money used for full day of planning for ELA 6 and Math 8 in October.
 5/3/2021 - Determined to not be an effective use of resources this year.

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| 9/18/20 | The administrative team will work with Dr. DiMatteo to support the ELA curriculum. | Complete 05/03/2021 | Mark McHugh | 05/28/2021 |
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Notes: 1/25/2021 - The team met with Dr. DiMatteo last week to calibrate on walk-through feedback and ensure we were focusing on the highest leverage feedback for PLC growth in the new ELA curriculum resources.
 5/3/2021 - Academic Facilitator continued to meet with regularly with Dr. DiMatteo to provide targeted support in ELA PLC meetings.

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| 9/18/20 | ELA PLC's will work to internalize lessons as well as dig into the standards to know to what level of rigor teachers must teach to and how it differs from what they have done in the past. | Complete 07/19/2021 | Mark McHugh | 05/28/2021 |
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Notes: 9/18/2020- Shannon Gibson has rejoined PLC meetings for each grade level after teaching full time for a teacher who just returned from leave.
 1/25/2021 Shannon continues to meet with each grade level PLC 3 times weekly to provide support and feedback for their development of lessons in the EL curriculum resources.
 5/3/2021 - Ongoing
 7/19/2021 - We will more focus on delivering the curriculum as intended in person.

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| 9/12/19 | PLC leads/Math Instructional Coaches meet with assigned administration members to discuss progress and best practices at least bi-weekly. | Complete 05/28/2021 | Mark McHugh | 05/28/2021 |
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Notes: 9/8/2020 - Teachers continue to meet twice weekly. Math and ELA are implementing new curricula and receive additional district support.
7/19/2021 - We will need to rethink what admin support looks like in our Math and ELA PLCs prior to the beginning of the 21-22SY.

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| 7/19/21 | Have ELA and Math teachers attend UnBoundEd Summer Virtual Summit on the UnBoundEd Planning Process. | Complete 11/01/2021 | Mark McHugh | 12/15/2021 |
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Notes: 7-19-21 We have a group of 30 teachers and admin who will be attending UnboundEd with one last group to complete it in early August.

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| 7/19/21 | Work specifically with ELA teachers to deliver the EL curriculum as intended in person as opposed to the adapted curriculum in Canvas. | Complete 06/09/2022 | Shannon Gibson | 06/09/2022 |
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Notes: 8/27/2021 - Shannon Gibson is out on leave and Kiera Parker will be the instructional support for ELA during that time. 7th and 8th grade PLCs have work to undo from the virtual implementation of the curriculum.
8/18/2022 - Gibson will continue to work with each grade level PLC to implement the EL curriculum utilizing grade level, engaging, affirming, and meaningful instructional strategies.

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| 9/1/21 | Change practice in planning to do more unpacking of the standards to understand and prioritize the learning goal, ensure cultural inclusion in all lessons, and internalize lessons for effective in-person instruction. | | Shannon Gibson | 06/15/2024 |
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Notes: 8/27/2021 - GLAs meet with their grade-level math PLCs to provide support for the effective implementation of the curriculum. Each PLC has a teacher leader, and all 3 teacher leaders attended the UnboundEd Planning Proces PD this summer to support the implementation. ELA PLCs are led by Shannon Gibson and Kiera Parker in her absence.
8/18/2022 - Jerrell will meet with grade-level math PLCs and Gibson will meet with grade-level ELA PLCs in order to ensure PLCs and talking about and planning for grade level, engaging, affirming, and meaningful lessons.

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| 8/18/22 | Provide a protected planning day for ELA, Math and Science 8 planning so that teachers are not called for coverage and pulled away from planning. (Aligned to Goal 1 and Goal 2) | | James Jerrell | 06/15/2024 |
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| 8/18/22 | Utilize the math differential provided by the district in order to provide Whelan, Deer, and Salters with an additional planning period to provide coaching support to their math PLCs. | | Cherita Abney | 06/15/2024 |
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Notes: 8/18/2022 - Coaching will occur on a weekly basis with a focus on new teachers. Salters and Whelan will cover Deer's classes while she is out on leave.

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 |

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| Initial Assessment: | Teachers are using common planning times to consider the individual learning needs of students when planning core instruction. Teachers are aware of the documented exceptionalities to plan for students. Effectiveness of planning across PLC's using data to differentiate, varies from team to team. Time exists in the schedule for remediation and relooping, but not all staff across the school are utilizing it effectively at this point for researched based interventions and responses. School allocates resources to provide teachers with tools to implement interventions based on student needs. | Limited Development 10/04/2016 | | |
| How it will look when fully met: | <p>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.</p> <p>Every student has access to a rich, diverse and rigorous curriculum. Teachers have the ability to track student progress and work with their teams to put interventions in place across the curriculum. Grade levels are organized into core teams and PLCs and meet at least twice weekly to identify student needs, plan interventions and monitor progress. Core instruction meets the needs of at least 80% of students across the building. For students needing additional support, supplemental and intensive supports are in place to provide further interventions and progress monitoring. Students who continue to need support will be considered for evaluation through the 504 or EC process.</p> <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> • Evidence of effective academic intervention protocol - will be MTSS team self-assessing the school as optimizing on FAM-S survey questions 29 (core interventions), 32 (supplemental interventions), and 34 (intensive interventions). • Evidence of effective behavioral intervention protocols - will be MTSS team self-assessing the school as optimizing on FAM-S survey questions 30 (core interventions), 33 (supplemental interventions), and 35 (intensive interventions). • Referred students moving through the process and meeting achievement goals or being identified for proper placement and support. • Both ELA and Math meet or exceed growth per EVAAS and meet annual SIP proficiency goals. | | Mark McHugh | 06/15/2024 |
| Actions | | 7 of 13 (54%) | | |
| 9/19/18 | Utilize Tuesday and Wednesday Academic Advisory for remediation and enrichment using grade level wide online progress monitoring tools. | Complete 09/12/2019 | Mark McHugh | 05/24/2019 |

Notes: 11/19/2018 We have established our Academic Advisory time or remediation and enrichment. Tuesdays are designated for math school wide and Wednesdays are designated for reading school wide. Each grade level had decided independently which online platform to use to support remediation and enrichment. Sixth grade uses IXL for math and reading, 7th grade uses IXL for math and Read Theory for reading, and 8th grade uses IXL for math and Common Lit for reading.

2/11/2019 - We have begun Tier 2 and Tier 3 interventions in reading with the support of a reading specialist. Teachers on each grade level have identified "bubble" students who can be successful with additional academic remediation to provide instruction on Tuesdays and Thursdays. Each grade level is in the process of beginning the additional support within the next week.

3/18/2019 - 7th and 6th grade are regrouping and pulling kids. Need support from elective teachers. 8th grade use it more to gauge performance then individualize in class.

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| 9/19/18 | Identify student needs specific to each culture, identify community supports specific to each culture and match them appropriately. | Complete 09/12/2019 | Kiera Busching | 05/24/2019 |
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Notes: 11/19/2018 Ms. Busching continues to work with the student services department to help identify and match community supports with student needs.

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| 9/12/19 | Identify team to lead district required district wide PD and implementation of TSI strategies. Deliver all required PD to staff and attend district level PD. Ms. Abney will serve as TSI lead. | Complete 09/18/2020 | Cherita Abney | 06/09/2020 |
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Notes: 9/12/2019-Staff attended summer institute. Staff has signed up for and begun attending district level PD. Staff participated in 1st whole staff monthly PD. Team consists of Abney, McHugh, Deer, Holland

11/13/2019 Have held 2 more TSI staff PD and Staff has completed TSI IRIS modules.

8/24/2020 - Ms. Holland have been identified as the TSI "trailblazers" for McClintock and will be attending initial PD this week.

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| 9/18/20 | We will send academic facilitator and an EC teacher to Orton Gillingham training in Oct or Feb. | Complete 12/21/2020 | Cherita Abney | 03/31/2021 |
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Notes: 9/18/2020 - Shannon Gibson will attend in October. We are still determining who will go in February.

12/1/2020 - Ms. Gibson attended the October training. Based on feedback and our current population, we will not be sending an EC teacher to the training.

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| 9/18/20 | Identify TSI trailblazers to lead the TSI initiative and implement TSI initiatives to support increase in the achievement of EC students. | Complete 05/03/2021 | Cherita Abney | 05/28/2021 |
| <p><i>Notes:</i> 9/18/2020 - Abney and Holland have been identified as TSI trailblazers for the year and have attended the first round of district training. 1/25/2021 - Holland and Abney continue to ensure that we complete the monthly tasks and are currently up to date with January tasks. 5/3/2021 - Final TSI assignment for the year was completed and submitted on April 29, 2021.</p> | | | | |
| 9/18/20 | Utilize district suggested book selections for PD/book studies on anti-racism. | Complete 05/19/2021 | Cherita Abney | 05/28/2021 |
| <p><i>Notes:</i> 9/18/2020 - each staff member had identified the book that would like to read, been assigned to a group, and have met in book study groups twice. 1/25/2021 - Staff has concluded the first-semester book study in which each staff member identified a book to study and meet with other individuals reading the same book every 2 weeks. 1/25/2021 - Staff will be introduced to the new PD where we all read the same text and use it as a lens to reflect and revise our McClintock Mission, Vision and Purpose to communicate with all stakeholders. 5/3/2021 - We will conclude our final book study session and have teachers work on developing core beliefs on May 19, 2021.</p> | | | | |
| 7/19/21 | Eliminate leveling in ELA classes | Complete 08/25/2021 | Cherita Abney | 08/16/2021 |
| <p><i>Notes:</i> 7/19/2021 - Master schedule reflects all HN ELA classes in all grades.</p> | | | | |
| 9/19/18 | Continue to prioritize diversity in hiring so that staff is reflective of the student body. Review teacher assignments to ensure diversity among all teams so that all students have an opportunity to be taught by at least one teacher who looks like them. Best practice and research from TNTP, The New Teacher Project, show that "student of color were more engaged in the classwork when taught by a teacher of the same race and those teachers have higher expectations for them than white teachers did." | | Cherita Abney | 12/15/2021 |
| <p><i>Notes:</i> 2/11/2019 - Staffing allotments will be released by the district soon and hiring needs will be discussed further at that time. 9/12/2019 - Continues to be an area of focus for the staff when hiring. 8/24/2020 - We were able to hire 2 Latinx male teachers. We still have work to do in the area of diverse hiring. 1/25/2021 - We have submitted a recommendation for a black male teacher. 1/25/2021 - We continue to reflect and work on our hiring practices especially through the lens of our focus this year on dismantling racism.</p> | | | | |

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| 9/19/18 | Carefully review student needs and match level of service for EC and EL students via EL plans and IEPs | | Cherita Abney | 12/15/2021 |
| | <p><i>Notes:</i> 11/19/2018 We continue to meet bi-weekly as an EC department to discuss student needs and opportunities for additional support. We also meet as needed based on IEP review timelines to update IEP's or re-evaluate students. We do the same with our EL students. Teachers are currently completing EL student progress reports in ELEVATION. During the first quarter, we made quite a few schedule and service time changes for many EC and EL students to accurately reflect their current needs. The emphasis is to have students in gen-ed classes where the students are with their peers and get the opportunity for robust, rigorous grade-level instruction.</p> <p>9/12/2019 - Serving EL and EC students continues to be a focus for us as a school.</p> <p>11/13/2019 - EC team looking very carefully at IEP's with the support of a new Psychologist to make decisions for student needs. Continue to be very fluid in scheduling EL student services.</p> <p>8/24/2020 - The EC team is working closely with district staff to develop remote learning plans for our EC students to ensure we are meeting their service needs.</p> <p>1/25/2021 - The EC team has taken extra time this year to develop remote learning plans and upload into ECATS.</p> <p>1/25/2021 - The team is taking a closer look at our EC students to identify if they would benefit from in-person services while we are still in remote learning, based on thier IEP goals and progress.</p> <p>5/3/2021 - Continues to be an ongoing process. We will review our data and student needs as we move forward with scheduling for 2021-2022 SY.</p> | | | |
| 7/19/21 | During PLCs instructional leaders, EC and EL teachers will guide teachers around appropriate supports for struggling students and students with an IEP or EL plan. | | Shannon Gibson | 06/09/2022 |
| | <i>Notes:</i> | | | |
| 9/1/21 | During PLCs, instructional leaders will guide teachers in the review and analysis of data to make instructional decisions with regard to remediation and enrichment support for students. | | Shannon Gibson | 06/09/2022 |
| | <i>Notes:</i> 8//27/2021 - EC teachers meet with both Math and EC PLCs and are not accessible every meeting. On each grade level, they have created a schedule of which meetings they will attend daily. | | | |
| 9/1/21 | Identify at least 100 additional 6th-grade students for honors math in 7th grade. | | Cherita Abney | 06/09/2022 |
| | <i>Notes:</i> | | | |

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| | 9/12/19 | <p>Student services team will attend weekly Tier meeting to discuss student needs (academic, behavior, and attendance). Student services team will provide mini PD's to grade level teams related to the intervention process.</p> | | Katie Eddie | 06/15/2024 |
| <p><i>Notes:</i> 9/12/2019 - Teams have already begun to meet in Tier 1 meeting and have identified students who need additional support along with the counselor. 11/13/2019 - Counselors are meeting with teams and identifying students for additional support as well as utilizing EducatorsHandbook data. Counselors have begun meeting with small groups of students as well as individual students based on needs assessment. 8/24/2020 - SST has already begun meeting with grade-level teams and they are providing insight and support when needed. 1/25/2021 - The SST continues to develop lessons based on students' needs and the current environment. 8/18/2024 - Katie is the new admin over SST. The SST has reviewed and revamped SEL curriculum and will be sharing with staff for roll out first day.</p> | | | | | |
| KEY | A4.06 | <p>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</p> | Implementation Status | Assigned To | Target Date |

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| Initial Assessment: | We began the personalized learning process by focusing on the whole child. We have a robust student services team to provide support. The work lies around providing examples for teachers of effective interventions and support for teachers in implementing the interventions. for the 2018-2019 school year, the counselors provided teachers with weekly character education lessons that were delivered at varying degrees of success. The counselors also provided classroom lessons based on data collected about students needs from teachers and students. Based on feedback from parents and staff that the emotional needs of our students are a concern. During the 2018-2019 SY, the school piloted the Panorama SEL Screener. | Limited Development 10/04/2016 | | |
| How it will look when fully met: | <p>A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p> <p>All students will feel welcomed and cared about by at least one adult in the building. School staff has knowledge and ability to connect students with resources in or out of the building to support students with emotional needs. School staff effectively implements the Caring Schools curriculum in all classrooms. Connection to outside resources, risk assessments, and utilization of school based mental health services are consistently used to support identified student needs. School staff recognized their individual roles in supporting students with social emotional needs in addition to academics.</p> <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> • The number of incidents and the number of assessed days of suspension are reduced. • The number of students with multiple disciplinary infractions will be reduced. • There will be an increase in the percentage of favorable responses in each domain of the Panorama SEL Survey from each of the 3 administrations throughout the school year. • Evidence of effective core social emotional practices are defined at the school level and will be MTSS team self assessing the school as optimizing on FAM-S survey questions 31 (core interventions). | | Mark McHugh | 06/15/2024 |
| Actions | | 8 of 13 (62%) | | |
| 10/11/16 | Character ed lessons will be provided to teachers to be used every Monday. | Complete 11/01/2016 | Rebecca Felder | 05/24/2019 |

Notes: 10/10/2017 The first quarter lessons have been saved via Google Docs.
 11/13/2017 Lesson are still pushed out and teachers deliver the lessons weekly.
 While the process and lessons have been created and established, they continue to revise the lessons based on yearly Fall student needs assessment.
 3/18/2019 Teachers do not feel that lessons are user friendly. It is an extra "thing" and not committed to it. Often requires additional work making copies. 8th grade feels as if the lessons do not address the needs.

10/12/16 We will organize school wide STEAM advisory. Each student is assigned to a small group advisory in a different environment from their core teachers.

Complete 06/12/2018

Rebecca Felder

05/24/2019

Notes: 10/10/2017 Students have already been assigned to teacher. The STEAM committee has supported the staff with the lesson plans and modeled lessons via closed circuit TV.
 11/13/2017 We are still in the 1st lesson which will culminate after Thanksgiving. Parents are interested in a showcase of some sort for students solutions.
 1-3-18 Students completed round 1 of the STEAM advisory. Teachers were able to choose an area of interest to offer students. Students were reassigned based on interest and Round 2 has begun.
 6-12-18 Was an awesome experience for teachers and students. Really worked when teachers found things that they really liked to do and tied it to STEAM. Must encourage teachers to come up with their own club. Next year will not do the Discovery Ed project. Will most likely be 3 rotations next year.
 2/11/2019 STEAM advisory is in full swing. Students are in an advisory of their choosing and have developed a project to work on. Mr. Gorman sends staff guidance on where students should be in their projects and additional resources as needed.
 3/18/2019 Will be wrapping up in next few weeks and have a STEAM fair. Need to look at numbers and ensure that numbers are more spread out. Some teachers feel that more time is needed to do the project. Getting started quicker may help. Suggested a STEAM moot camp at beginning of year led by STEAM committee to get teachers ready and allow STEAM to begin quicker.

10/12/16 Teachers will discuss student academic needs within teams and utilize advisory time to provide enrichment and remediation interventions.

Complete 09/12/2019

Rebecca Felder

05/24/2019

Notes: 10/10/2017 An Academic Enrichment class has been created and specific students identified for additional literacy support. During Tier 1 team meetings, teachers discuss student academic concerns as well and are beginning to identify students with academic needs to provide additional support during Tuesday, Wednesday advisory time.

11/13/2017 Teachers are using time to identify student needs and are utilizing online resources to provide the support. PLCs continue to work on creating small groups and fluid groups for additional academic support.

1-3-18 Teachers have identified students who need additional academic support and created a system to provide remediation during the Academic Advisory time on Tuesday and Wednesday.

6-12-18 - Teachers were able to regroup. Probably worked with larger teams better. Difficulty in the groupings and had some place to go. Its a great place to support Core instruction and support the MTSS process.

11/19/2018 Grade level teams continue to meet during Tuesday plannings to discuss academic, attendance and behavior concerns for specific students, implement interventions and progress monitor. Using the fall MAP assessment as the universal academic screener, teams have identified small groups of students for supplemental support. The supplemental support will begin to be implemented within the next couple of weeks as logistics are worked out.

9/12/2020 Advisory time being used to implement caring schools which changes the purpose of this action step.

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| 10/23/17 | Staff will receive professional development for supporting our ELL students. | Complete 09/12/2019 | Rebecca Felder | 05/24/2019 |
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Notes: 9/27/2017 - Provided whole staff Cultural Awareness PD during faculty meeting.

10/18/2017 - Provided sheltered instruction during early release.

1-3-18 Teachers have received a spreadsheet of ELL can do indicators for each ELL students. The ELL staff have also spoken to PLC about what they mean and how to support students.

6-12-18 Done and will continue to do more.

9/12/2020 - This action step will be moved to a different indicator.

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| 9/19/18 | Continue to implement a bullying and harassment committee within the structure of the character education committee to proactively address issues. | Complete 09/12/2019 | Mark McHugh | 05/24/2019 |
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Notes: 11/19/2018 Student Services Department provides weekly character education lessons, many of which revolve around the idea of bullying, being a good friend and making good choices.
 9/12/2020 - We no longer have the bullying committee, but we are using the Caring Schools curriculum to help identify bullying behavior and teach strategies to effectively address bullying.

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| 9/21/18 | Our student services department will continue to provide character education lessons via GoogleDocs to teachers each week and monitored by admin to ensure implementation. | Complete 09/12/2019 | Mark McHugh | 05/24/2019 |
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Notes: We have identified that lessons are not always implemented with fidelity.
 9/12/2020 - We are implementing Caring Schools curriculum to replace the counselor designed lessons.

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| 10/9/18 | Give a needs assessment survey to all students quarterly to assess current implementation of actions, as well as make adjustments to supports as needed. We will also give the Panorama survey twice a year as a method to screen student behavior. | Complete 05/03/2021 | Erin Milam | 05/28/2021 |
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Notes: Previously given in the Spring and the Fall, we will now align the survey with each quarter to gather data and adjust our actions as needed.

11/19/2018 The first student survey was given last to students 2 weeks ago with over 960 valid responses. There was a glitch in the survey that may have lost a few responses, but will be resolved for the next one.

The question format was also tweaked based on student feedback to more accurately reflect their feelings. We will need to review and update our metrics, using the Fall survey as the baseline, to reflect the new question format.

2/11/2019 - We will administer school wide student insight survey the week of February 18th as an additional data point.

6-3-2019 - We will utilize the new Social Emotional Screener as our measure for our goals. We will identify a couple of questions to focus on from the screener.

"How much respect do students in your school show you?"

"When your teachers ask you how you are doing, how many of them are really interested in your answer?"

9/12/2019 - Staff gave the panorama survey in the Spring of 2019 and found great value in the data, inspiring us to fully utilize the data to provide effective social emotional supports.

11/13/19- Panorama Survey #1 has been administered. Our data from Spring 2019 showed us that our students didn't feel connected with their peers or their teachers. We decided to revise our schedule to incorporate 30 minutes of Homeroom daily to focus on building SEL competencies. We have implemented the Caring Schools curriculum and are working to build staff capacity to address social-emotional learning. Fall data showed a 9% increase in Teacher-Student Relationships and 7% increase in Sense of Belonging.

2/3/2020 - Teachers received training on how to use the data in order to provide supports to students. SST is also using the data in tandem with Student Advisory Council in order to have student input on how to best utilize the data to support students.

8/24/2020 - Counselors will be setting creating and posting their need assessment on Canvas within the next week or two.

1/25/2021 - Panorama survey was given in the fall. Counselors have used it and the needs assessment to determine the most effective way to support students both in-person and in the virtual environment. Oftentimes, going into Zoom classes and asking teachers to send them into a breakout room with a student.

5/3/2021 - the Panorama screener was given to students in the 2nd semester and data used to better inform SEL lesson planning, group student support and individual student support.

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| 9/12/19 | Implement the Caring Schools social emotional curriculum school wide. Provide modeling, highlight success stories, and provide coaching to teachers. | Complete 05/28/2021 | Erin Milam | 05/28/2021 |
| <p><i>Notes:</i> 9/12/2019 - Staff has participated in school wide staff development. Homeroom has been structured into the master schedule for ALL teachers to have a small group. Teachers are currently implementing the lessons, however, we continue to wait for the kids from the district.</p> <p>11/13/19- Student Services Team continues to provide teachers with supports to implement the Caring Schools Curriculum. It has been implemented across the school with varied success. The week of 11/11 is the last for the 1st quarter/segment of Caring Schools. Moving forward, Caring Schools will be implemented every other week with the choice lessons based on needs. Fall data showed a 9% increase in Teacher-Student Relationships and 7% increase in Sense of Belonging.</p> <p>8/24/2020 - Adjustments had to be made in light of the remote learning environment, but also to more effectively support the needs of our students based on teacher and student feedback.</p> <p>1/25/2021 - Teachers continue to utilize the lessons provided by SST team to provide timely supports for students to deal with both personal issues as well as current events.</p> <p>5/3/2021- We have continued to implement the caring school curriculum while making adjustments for returning to in-person learning and current events that affect our students' social-emotional health.</p> | | | | |
| 9/19/18 | The school health team will meet at least quarterly to ensure implementation of the district's wellness plan for staff and students | | Erin Milam | 12/15/2021 |
| <p><i>Notes:</i> 11/19/2018 Ms. Milam continues to work with the Health Committee planning activities for staff to support healthy living.</p> <p>9/12/2019 - this continues to be an ongoing committee.</p> <p>8/24/2020 - Milam continues to work with this team to support staff and students.</p> | | | | |
| 9/19/18 | Establish and maintain consistent behavior expectations throughout the school environment. | | Rebecca Felder | 12/15/2021 |

Notes: 11/19/2018 Ms. Felder continues to work with her Discipline committee on a monthly bases to review the school wide discipline policy and identify effective alternative discipline policies.
 2/11/2019 - Admin team meets as a team to conduct student forums periodically to ensure discipline is calibrated among team members and provide students with an additional behavior intervention.
 9/12/2019 - Have trained staff on how to setup rosters and complete minor and office referrals. EducatorsHandbook to track data
 11/13/2019 -Admin continues to communicate with staff how they can manage behaviors in the classroom and encourage teachers to find alternative methods to change behavior.
 8/24/2020 - We are having to adjust how we communicate and maintain expectations in the remote learning environment.
 5/3/2021 - We will have to plan intentionally for SY 2021-2022 as we prioritized students being in school during the return from remote learning. However, the extended period of remote learning will require some extensive reteaching of expectations in the in-person learning environment.

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| 9/18/20 | Based on year 1 implementation feedback and preliminary data, the SST will tailor the CSC to more adequately meet the needs of McClintock students for virtual and in-person learning. | | Erin Milam | 12/15/2021 |
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Notes: 9/18/2020- Walk-through feedback appears positive at this point and we are observing teachers take advantage of the time to build community in their classes.
 1/25/2021 - The Social Justice Committee has also had an opportunity to develop some specific lessons to identify how current events around social injustice can usually be viewed through the lens of the skills and character traits that students have been learning in the CSC.

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| 7/19/21 | Provide opportunities and support for teachers to develop behavior interventions to support the socio-emotional needs of their students based on the Panorama survey data. | | Cherita Abney | 06/09/2022 |
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| 9/26/19 | We will use EducatorsHandbook to track data and use the data to support students and staff. | | Cherita Abney | 06/09/2022 |
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Notes: 11/13/2019 - Admin and counselors are using EducatorsHandbook regularly to look at individual as well as collective student data.
 12/2/2019 - Counselors are running groups based on behaviors as evidenced by EducatorsHandbook data.
 2/3/2020 - Our counselors formed groups 1st semester based on the data and are beginning new groups based on the EducatorsHandbook data and Panorama Survey data.
 8/24/2020 - We will continue to use EducatorsHandbook even in the remote learning environment to help with documentation and interventions as needed.
 5/3/2021 - As we return to in-person learning, we are utilizing the tool more and using the data to inform decision-making school-wide and for individual students.
 7/19/2021 - We will continue to utilize the data in PS to monitor time lost to instruction as well as to provide targeted interventions for students based on the data.
 8/27/2021 - We have revised our behavior matrix for staff and will have a deep dive meeting with grade levels on 9/3/2021

| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------|---|-----------------------------------|----------------------|-------------------|
| Initial Assessment: | | To support incoming students, we have McPIE camps, shadowing opportunities, open house and tours, counselor and student visits during registration. Students support service team work summer extended employment to ensure support services are in place. Grade level counselors and administrators loop with students to maintain relationships with parents and students. 8th grade students meet with counselors primarily at East Mecklenburg High School to discuss academic options. Internally, counselors and teachers discuss academic options during the registration process. | Limited Development 09/18/2017 | | |
| How it will look when fully met: | | We will continue all of our current practices as detailed above and include engaging with counselors with all high school feeders, not just East Meck and Philip O'Berry. When students enroll in the middle of the year ensure that there is a plan in place to support them. Intentional effort to support students with transitions. | Objective Met 08/18/22 | Cherita Abney | 06/15/2024 |
| Actions | | | | | |
| | 9/19/18 | Provide 8th grade students with opportunity to tour feeder high school. | Complete 05/24/2019 | Erin Milam | 05/24/2019 |
| <i>Notes:</i> | | | | | |

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| 9/19/18 | Provide rising 6th grade students from feeder elementary schools opportunities to come into our building to watch a production from our Arts Department or participate in Summer Science Camps. | Complete 05/24/2019 | Rebecca Felder | 05/24/2019 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension B - Leadership Capacity |
| Effective Practice: | Monitoring instruction in school |

| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
|---|---------|---|---|--------------------|-------------------|
| <i>Initial Assessment:</i> | | <p>There is currently a structure designed with an assigned coach for each of the tested areas and greater accountability with the Getting Better Faster coaching model. Goal of every teacher receiving feedback every week or every other depending on need. Teachers receive at least the required number of formal observations. There is an accountability system put in place to ensure that all members of the leadership team complete walkthroughs as designed. As a team we share feedback via Google Docs regarding alignment and consistency of feedback. There is a content facilitator in every PLC meeting to monitor curriculum design and assessment. Based on the Insight Survey staff has indicated that they receive coaching and feedback at a rate far below the district rate. Informal and formal observations have indicated a need for increase rigor in the classroom and alignment with the standards in many classrooms.</p> | <p>Limited Development 10/04/2016</p> | | |
| <i>How it will look when fully met:</i> | | <p>B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.</p> <p>Teachers receive frequent feedback that is aligned in both formal and informal observations that connects to the work being done in PLC's. Teachers receive instructional feedback and coaching during the planning meetings that ensures alignment with the curriculum. The leadership team collaborates to ensure the feedback is aligned and teachers receive follow-up on coaching points.</p> <p>Evidence of full implementaion will include:</p> <ul style="list-style-type: none"> • 75% of teachers will indicate that they get enough feedback on instructional practice, • 75% of teachers will indicate that the observer follows up on the feedback from their last observation. • 75% of teachers will indicate that the feedback that they get will help improve student outcomes. • An increase of the composite proficiency on end of grade assessments from 47.4% to 57.4% | | <p>Mark McHugh</p> | <p>06/15/2024</p> |
| Actions | | | 5 of 8 (62%) | | |
| | 10/6/16 | <p>We will develop a formal structure designed to ensure that every teacher receives instructional feedback from an administrator or teacher leader at least once every two weeks. An accountability system will be created to ensure that the leadership team implements the system effectively.</p> | <p>Complete 10/31/2016</p> | <p>Mark McHugh</p> | <p>05/24/2019</p> |

Notes: McHugh will create document schedule to upload.
 1-3-18 While the system was put in place, administrators were not consistently meeting coaching goals. As a result, each admin has been tasked a specific content area to develop a goal to coach the PLC around. Will update with more progress.

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| 9/20/17 | The leadership team will follow the Getting Better Faster framework to meet with teachers biweekly to identify area for improvement and develop strategies to support the need. | Complete 05/31/2020 | Mark McHugh | 05/31/2020 |
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Notes: 10/10/2017 The first three cycles have been completed and instructional leadership team debriefed on 10/9/2017. Trends in instructional need were identified and will be addressed in PLC's and concerns with individual teachers were identified and will be addressed in individual conferences. next check point 11/20/2017
 1-3-18 Admin team debriefs regularly about trends and concerns seen in classroom instruction. However, data is not as complete and as indicated in action #1, the process has been altered to allow admin to more effectively support teachers.
 6-12-18 Ongoing. We will need to address the walk-through form to streamline the feedback process. We shifted from a two week cycle to a specialized content approach.
 11/19/2018 Admin is implementing the Getting Better Faster coaching model. We are learning, and have not been able to meet with every teacher on our roster as designed as of yet. We continue to learn and practice with plans to increase productivity as capacity increases.
 9/12/2019 - Coaching schedule is being structured and admin will continue to meet with individual teachers for coaching as needed.
 11/13/2019 - We continue to strategically identify teachers that need the additional support and use the Getting Better Faster framework to increase teaching capacity. Each admin has 3 or 4 teachers to work with rather than a whole department or grade level

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| 9/17/20 | The instructional support team will plan a calibration walk-through to ensure that we consistent with what effective teaching in the virtual environment looks like and we are providing consistent feedback to teachers. | Complete 12/01/2020 | Mark McHugh | 10/31/2020 |
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Notes: 12/1/2020 - the admin team has done several walk-throughs in ELA classrooms. The team has spent time debriefing about what trends we see in content delivery and curriculum knowledge. The team has also met with Dr. DiMatteo as another layer of support for our ELA curriculum implementation.

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| 9/17/20 | The administration will use a google form to document walk-throughs in order to provide feedback to teachers. | Complete 05/04/2021 | Cherita Abney | 05/28/2021 |
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Notes: 9/17/2020-Abney created the walk-through form and the whole instructional support team has been using the form to provide feedback.
 1/25/2021 - Admin team has used the walk-through form to document feedback we give to teachers. There was a pause due to formal observations, however, we have resumed using the GoogleForm.
 5/3/2021 - With all of the changes and planning associated with returning to in-person learning, the use of the feedback form has waned. It was an excellent tool that allowed for collaboration on coaching direction for PLCs and individuals. We will revisit the use of the form in Fall 2021.

9/17/20 The administration will use the google form to analyze trends and to provide the appropriate level of coaching for each teacher.

Complete 05/04/2021

Mark McHugh

05/29/2021

Notes: 9/17/2020-Administration has begun the conversation around what we see as effective strategies in the virtual environment to share with all teachers.
 1/25/2021 - Admin has asked teachers who are successfully using virtual tools and strategies to engage students to record their classes, or allow their colleagues to visit their classroom in order to see the strategies modeled in real time.
 5/3/2021 - With all of the changes and planning associated with returning to in-person learning, the use of the feedback form has waned. It was an excellent tool that allowed for collaboration on coaching direction for PLCs and individuals. We will revisit the use of the form in Fall 2021.

10/6/16 PLC's will meet twice per week to review data, unpack standards, plan lessons aligned with the standards, and plan for enrichment and remediation for students with immediate feedback and coaching from the a member of the leadership team. Instructional support person will use PLC planning documents to provide feedback on instructional planning and align feedback during formal and informal observations.

Mark McHugh

12/15/2021

Notes: Felder - Math and 6th grade
 Milam - Science, ELL's and 8th grade
 Abney - ELA, EC and 7th grade
 Wright - ELA
 Gibson - Social Studies
 Harwell - Science
 Salters - Math
 Busching - Electives

10/10/2017 The PLC planning is built into our schedule. Teacher leaders and facilitators are meeting with content PLC's as planned and

providing support and feedback as needed. Instructional leadership team is discussing progress, trends, are areas of need for PLC's and individual teachers.

1-3-18 Teacher leaders and facilitators meet with each PLC weekly. Each PLC will increase data analysis and usage to provide effective interventions to struggling students.

6-12-18 Ongoing. Will address next year with SbD.

11/19/2018

McHugh - Admin team

Abney - EC and 7th Science/Social Studies

Busching - New Teachers

Felder - 6th Math and 6th Science/Social Studies

Gibson - ELA

Salters - 7th Math

Whelan - 8th Math

Milam - EL and 8th Science/Social Studies

Due to changes in admin staff, changes in the coaching structure were made and reflected above. The admin team continues to learn the Getting Better Faster Model and support their assigned teachers. We continue to work at the process, focusing on neediest teachers due to time and resource constraints.

6-3-2019 - Teacher feedback is to provide follow-up and feedback around PLC meeting expectations.

11/13/2019 - Gibson continues to work closely with ELA in planning meetings weekly. Deer, Salters and Whelan lead their respective grade level math PLC's weekly.

8-24-2020 – Support is focused on remote instruction, using the new curriculum resources and digital tools.

1/25/2021 - Gibson continues to work closely with ELA in PLC's and Deer, Salters and Whelan lead their respective grade level math PLC's weekly.

5/3/2021 - Our PLC meeting continue to be a core practice as we plan instruction. IT has become even more imperative with the implementation of the new curriculum in ELA and Math, the use of Canvas as an instructional platform, and remote/hybrid learning.

7/19/21 Realign admin team members to support curriculum adoptions.

Mark McHugh

12/15/2021

Notes:

7/19/21 Refocus on the role of math master teacher/SbD teachers to support math instruction and the implementation of OpenUp.

Mark McHugh

12/15/2021

Notes:

| Core Function: | | Dimension E - Families and Community | | | |
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| Effective Practice: | | Family Engagement | | | |
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | We have several systems of communication, however, it is more informational/surface level communication and does not address how parents can support student learning at home. The issue is more systemic in meeting the needs of parents to support student learning. | Limited Development 10/04/2016 | | |
| <i>How it will look when fully met:</i> | | <p>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).</p> <p>At full implementation, parents are aware of how they can monitor their child's academic progress. The school creates parent events that develop their understanding of the learning taking place in the school. The school creates systematic communications that are geared to building parent knowledge of curriculum. Provide parents with resources that build their understanding of assessment results (MAP, TRC, etc.) Provide parents with resources that will help them teach their student when they struggle at home.</p> <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> • Infrastructure exists to support family and community engagement will be MTSS team self assessing the school as optimizing on FAM-S survey questions 20. • Educators actively engage students, families, and community stakeholders will be MTSS team self assessing the school as optimizing on FAM-S survey questions 21. | | Mark McHugh | 06/15/2024 |
| Actions | | | 13 of 17 (76%) | | |
| 9/19/18 | Ensure all parents have access to the PowerSchool Parent Portal. | | Complete 08/23/2018 | Cherita Abney | 09/17/2018 |
| <i>Notes:</i> 9/12/2019 - All parents will be given thier access letters at open house on 9/17/2019. Wrote an new action step. | | | | | |
| 9/12/19 | Ensure all parents have access to the PowerSchool parent portal. | | Complete 10/07/2019 | Cherita Abney | 09/17/2019 |

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| | <p><i>Notes:</i> 9/12/2019 - Letters will be given to all parents at Curriculum Night on 9/17/2019.</p> <p>10/7/2019 - Print and send home the letter with report cards. Next year, send the letter to parents in the mailing.</p> | | | |
| 9/12/19 | We will host curriculum night for parents to learn about what their students will be learning. | Complete 10/07/2019 | Mark McHugh | 09/17/2019 |
| | <p><i>Notes:</i> 10/7/2019 - Next year may look at how to combine Curriculum night with the first Family Night to increase parent participation. We will review feedback to make adjustments to the family night structure. Potentially look at a separate 6th grade Curriculum Night.</p> | | | |
| 10/7/19 | At the McPIE Family Night spring registration teachers will be available on Family Nights from 6:15 to 7:00 to meet teachers and discuss student progress. | Complete 02/03/2020 | Mark McHugh | 02/28/2020 |
| | <p><i>Notes:</i> 10/7/2019 - Eventually we will do this a the Fall and Spring McPIE registration nights.</p> <p>2/3/2020 - During Family night spring registration, teachers were available to speak with teachers about individual student progress.</p> | | | |
| 9/17/20 | Host virtual "town halls" to support our parents in making the decision about Full Remote Academy versus in-person learning. | Complete 09/17/2020 | Kiera Busching | 07/25/2020 |
| | <p><i>Notes:</i> 9/17/2020 -We held 3 town halls during the course of the registration period for our parents.</p> | | | |
| 9/17/20 | Host a virtual open house to begin the year and provide an opportunity for students and parents to meet their teachers in the virtual environment. | Complete 09/17/2020 | Mark McHugh | 08/17/2020 |
| | <p><i>Notes:</i> 9/17/2020-We are able to host this event on Wednesday, August 12, 2020. With video available through the end of the week for general school information.</p> | | | |
| 9/17/20 | Host virtual Curriculum Night. Each teacher will provide a short video of class learning expectations. Parent-Teacher-School Compacts will be connected to this event. | Complete 12/01/2020 | Kris Gorman | 09/30/2020 |
| | <p><i>Notes:</i> 9/17/2020-Teachers have been tasked to have videos ready and submitted to Mr. Gorman by 9/28/2020</p> <p>12/1/2020 - Mr. Gorman and Ms. Busching created the Google Form and put together the videos from each teacher for curriculum night. Teachers informed parents via Remind and school-wide messages were sent via Remind, social media, and connect eds. The form was posted on our school website for parents to access.</p> | | | |
| 9/19/18 | Monitor teacher gradebooks on a biweekly basis is ensure grades are updated consistently. | Complete 09/17/2020 | Mark McHugh | 05/28/2021 |

Notes: 9/12/2019 - This is an ongoing action step to support teachers and parents.
 11/13/2019 - Admin pulled grade level teachers gradebooks prior to finalizing 1st quarter grades to provide feedback to teachers. We will continue to monitor gradebooks that are of concern regularly.
 2/3/2020 - We are monitoring gradebooks more consistently, but more than in prior years. Will continue to work on the feedback to teachers.
 8/24/2020 - We will continue monitoring gradebooks as a method to ensure parents have the most accurate and up to date information regarding their students' grades.

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| 1/25/21 | The admin team will seek feedback and review the use and efficiency of Remind as a school-wide communication tool with parents and the school community to determine if we will continue to invest in the paid version or if we will invest in a different tool. | Complete 07/19/2021 | Mark McHugh | 05/28/2021 |
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Notes: 1/25/2021 - the admin team has had some preliminary conversations about the pros and cons of Remind and will continue to investigate.
 7/19/2021 - We are committed to a 2-year contract and will review it before the end of the contract.

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| 9/9/20 | Use the paid version of Remind to communicate with parents more effectively. | Complete 12/01/2020 | Mark McHugh | 05/28/2021 |
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Notes: 8/24/2020 - Teachers are having difficulty getting ALL parents to sign up for Remind. Will include reminders on school-wide ConnectEds and Weekly Updates.
 12/1/2020 - Remind has been purchased. All teachers have an account. Admin uses it to send out school wide communication and teachers/teams use it for team/class communication.

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| 9/17/20 | We will continue monitoring gradebooks as a method to ensure parents have the most accurate and up to date information regarding their students' grades. | Complete 07/19/2021 | Mark McHugh | 05/28/2021 |
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Notes: 9/17/2020- updated this action from a note..
 12/1/2020 - Admin team has spent time monthly talking with teachers about grades. Due to guidance from district staff, 50 is the lowest Q1 average a student could get. The district unlocked grade books and based on the failure report, teachers who gave students less than a 50 went back and updated the Q1 average.
 1/25/2021 - As a result of the many schedule changes based on student moves between in-person and FRA, Abney will need to develop a system to accurately and efficiently update grade books so that they calculate final grades correctly.

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| 9/26/19 | Build parent resource sessions into McPIE Family Nights as a way to provide parents with information they need to support learning. | Complete 12/01/2020 | Mark McHugh | 05/28/2021 |
| | <p><i>Notes:</i> 11/13/2019 - we have made not actions toward this item as of yet. For the next SLT meeting this item will need to be on the agenda specifically.</p> <p>2/3/2020 - At this time we still need to follow up with Mr. Garcia to organize a session during Family Night for 2nd semester. Suggestion on helping parents navigate getting physicals for students or other medical support.</p> <p>8/24/2020 - This action item was put on hold due to COVID-19, but we will resume as soon as we are able to begin having Family Nights again.</p> <p>12/1/2020 - Due to COVID-19 Family Nights have not resumed and still unsure about a possible start date for this school year.</p> | | | |
| 9/1/21 | McPIE will host a Family Night "Sampler" on each Tuesday in October to re-introduce Family Night to our school community and jumpstart the McPIE programming for the 2021-2022 school year. | | Shannon Gibson | 12/15/2021 |
| | <i>Notes:</i> | | | |
| 5/4/21 | Ensure SLT has 50% parent membership. | | Mark McHugh | 12/31/2021 |
| | <p><i>Notes:</i> 5/3/2021 - We still need 2 more parents.</p> <p>7/19/2021 - We have restructured how staff is selected for SLT. We have recruited 2 more parents and still seek an additional parent to get us closer to the 50%</p> | | | |
| 7/19/21 | Recommit to the use of Remind as our main source of teacher/parent communication. | | Mark McHugh | 06/09/2022 |
| | <i>Notes:</i> | | | |
| 7/19/21 | Continue to rethink how we re-engage with our families for "Family Night" and offering virtual options when possible. | Complete 08/02/2021 | Mark McHugh | 06/09/2022 |
| | <i>Notes:</i> | | | |
| 7/19/21 | Provide parents with information on the new grading policy and monitor teacher gradebooks to ensure they are updated frequently and adhere to the new policy. | | Cherita Abney | 06/09/2022 |
| | <i>Notes:</i> | | | |