

## 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 students who score at the College and Career Ready (CCR) level in Math I will increase from 84.2% to 90% (Aligns to A2.04 and B3.03 and CMS Goal 3 and Guardrail 1.)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. (Aligns to A4.01 and B3.03 and CMS Goal 4 and Guardrail 4.)

The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 9.2 % to 15%. (Aligns to A2.04 and B3.03 and CMS Goal 2 and Guardrail 1.)

The Out of School Suspension rate will decrease from 50% in SY 2021-22 to 40% in SY2022-2023 and 30% in SY2023-24 and 20% in SY2024-25; excluding those incidents that are considered Level III-V violations. (Goals 2 and 3 and Guardrail 2.)

We will increase our ML subgroup performance grade from a F to a D or higher in 2024-2025. (This aligns to A4.01 and A2.04 and CMS Goal 2 and Guardrail 1.)

We will implement SEL practices to reduce chronic absenteeism by 5% for 24-25. (Guardrail 3)

We will retain at least 95% of our irreplaceable teachers for the upcoming school year (25-26), those who exceed growth expectations with students as measured by the NC EOG assessments.



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1A: Prioritize improvement and communicate its urgency**

	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
		<i>Initial Assessment:</i>	<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.</p> <p>B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.</p> <p>C. Ensuring we find uninterrupted time as a Leadership Team to be in classrooms, observing teaching &amp; learning so we collect necessary data on the implementation of effective practices</p> <p>D. Scheduling calibration visits for members of the leadership team, debriefing &amp; 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</p> <p>Goal: The percent of 6th-8th grade students who score at the College</p>	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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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**

**06/30/2026**

**Actions**

**0 of 2 (0%)**

9/11/23

Conduct scheduled 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

06/30/2026

Notes: This action will be ongoing for 2024-25

Notes from 2023-24:

Class visits and walkthroughs are conducted by members of ILT. Math, ELA and 8th grade science PLCs meet bi-monthly to analyze data and determine areas for improvement.

8/6/24 The principal will lead bi-monthly Leadership Team meetings

Larenda Denien

06/30/2026

Notes:

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
<b>Initial Assessment:</b>		<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.</p> <p>B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.</p> <p>C. Ensuring our teachers have uninterrupted time for instructional planning</p> <p>D. Redesign our school-wide process &amp; expectations for instructional planning &amp; response to data</p>	Limited Development 09/11/2023		

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.

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B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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

06/30/2026

**Actions**

0 of 2 (0%)

9/12/23

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

Larenda Denien

06/30/2026

*Notes:* This action will be continued in the 2024-25 school year.

Notes from 2023-24:

Teachers meet at least weekly, with ELA, math and 8th grade science teachers meeting twice weekly in PLCs to plan collaboratively and analyze data. Content area teachers utilize the instructional planning and response to data protocols provided by the principal.

6/17/24 Instructional Leaders will facilitate data analysis training for staff to ensure that protocols are used to inform next steps for increasing student achievement.

Kris Wawer - DOE  
9/13/23

06/30/2026

*Notes:* Staff will be trained during workdays at the start of the school year on data analysis protocols. Staff received training on Instructional Planning Approach on August 21st.

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1B: Monitor short-and long-term goals**

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
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**Initial Assessment:**

A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.

B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year. Other successes include that several times throughout the year, the principal and leadership team conducted learning walks and discussed feedback and ways to improve student learning outcomes. This prompted more instruction for teachers on using the Open Up curriculum as well as giving effective small-group instruction to maximize student learning. In addition, the principal and administrators did teacher observations and met with teachers to give clear, constructive feedback. The principal and members of the ILT also regularly attended RELAY training throughout the year. In addition, a coaching consultant was hired to give coaching training to facilitators who did not attend RELAY. These facilitators were given a coaching caseload and met regularly with those they coached as well as the coaching consultant. MCLs and facilitators met with math, ELA, and 8th grade science teams at least twice each week in PLCs.

C. Creating the time to get into all classrooms weekly & for following up with each of the leadership team members in regards to their coaching caseloads

Limited Development  
07/25/2024

D. Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals

Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities.

Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the Open Up curriculum

Prepare teachers to implement the tenets of Cambridge

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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3. Other successes include that several times throughout the year, the principal and leadership team conducted learning walks and discussed feedback and ways to improve student learning outcomes. This prompted more instruction for teachers on using the EL curriculum as well as giving effective small-group instruction to maximize student learning. In addition, the principal and administrators did teacher observations and met with teachers to give clear, constructive feedback. The principal and members of the ILT also regularly attended RELAY training throughout the year. In addition, a coaching consultant was hired to give coaching training to facilitators who did not attend RELAY. These facilitators were given a coaching caseload and met regularly with those they coached as well as the coaching consultant. MCLs and facilitators met with math, ELA, and 8th grade science teams at least



twice each week in PLCs.

C. Creating the time to get into all classrooms weekly & for following up with each of the leadership team members in regards to their coaching caseloads

D. Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals

Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities.

Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the EL curriculum

Prepare teachers to implement the tenets of Cambridge

***How it will look when fully met:***

- All teachers receive quality coaching & support from a member of the leadership team or a designated teacher leader that improves their practice and student outcomes

- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 9.2 % to 15%.

- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 84.2% to 90%

**Larenda Denien**

**06/30/2026**

**Actions**

**0 of 7 (0%)**

8/7/24	The principal will utilize Title I funds (\$2,600 x 4 teachers = \$10,400) to purchase a Beginning Teacher Support Coach (UNCC) to support teaching & learning. The BTSP Coach will observe classroom practice to provide teachers with coaching, feedback & support; assist teachers with data collection & utilization; and design & facilitate professional development learning opportunities for all staff members. (Guardrail 4)		Larenda Denien	06/30/2025
<i>Notes:</i>				
7/25/24	The principal will 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 3, Guardrail 4 & FAMS-3)		Larenda Denien	06/30/2026
<i>Notes:</i> Leadership Team members implementing Relay GSE PD  Administrators and school leaders attend RELAY trainings and instructional leaders have also received coaching training from a consultant. Facilitators leverage this training to coach teachers to improve their practice and provide walk-through feedback weekly to teachers they coach.				
7/25/24	The admin team will visit every classroom at least once, every two weeks to provide supportive feedback for improving teaching & learning. (Goal 2, Goal 3, Guardrail 4, FAM-3)		Jill Barclay - DOE 8/30/2024	06/30/2026
<i>Notes:</i> Informal and formal class visits				
7/25/24	The leadership team will 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 3, Guardrail 4, FAM-S3)		Larenda Denien	06/30/2026
<i>Notes:</i> - Job embedded PD during PLC Meetings - Early Release Day PD - Eastway Learns Together videos  - Continue to actions from 23-24 - August: provide training for all staff on the school-wide expectations for the Instructional Planning Approach & Response to Data systems/processes				

	7/25/24	The principal will ensure the implementation of a school-based coaching plan that includes monthly check-ins & support meetings for each coach with the Principal to improve teaching & learning. (Goal 2, Goal 3, Guardrail 4, FAM-S3)		Larenda Denien	06/30/2026
<i>Notes:</i> Coaching using the Get Better Faster Model from Relay GSE. This action will be continued in the 2024-25 school year.					
	7/25/24	The leadership team will utilize a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom culture. (Aligns to Goal 2, Goal 3, Guardrail 4 and FAM-S 3)		Kris Wawer - DOE 9/13/23	06/30/2026
<i>Notes:</i>					
	7/25/24	The leadership team will conduct calibration visits 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 3, Guardrail 4, & FAM S-3)		Jill Barclay - DOE 8/30/2024	06/30/2026
<i>Notes:</i>					
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>				Limited Development 09/11/2023	
A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?					
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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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.					
B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100%					

which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.

C. Decrease in Title I funding; decrease in allotments due to the end of Covid relief funds; obtaining certified & experienced teachers; student attendance; ensuring students get acceleration support when needed while still providing access to standards aligned, grade level instruction & support

D. Reassign roles & responsibilities; continue using marketing strategies to attract teachers; conduct home visits & provide intentional support to students and their families; ensure implementation of our school-wide process & expectations for instructional planning & response to data; utilize Get Better Faster coaching model

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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

C. Decrease in Title I funding; decrease in allotments due to the end of Covid relief funds; obtaining certified & experienced teachers; student attendance; ensuring students get acceleration support when needed while still providing access to standards aligned, grade level instruction & support

D. Reassign roles & responsibilities; continue using marketing strategies to attract teachers; conduct home visits & provide intentional support to students and their families; ensure implementation of our school-wide process & expectations for instructional planning & response to data; utilize Get Better Faster coaching model

<p><b>How it will look when fully met:</b></p>	<p>Increase in GLP, CCR , and exceed growth on the EOG</p> <p>Data points would include MAP assessment, district assessments, common assessments</p> <p>Please see 2023-2024 Comprehensive Needs Assessment linked here:</p> <p><a href="#">Eastway Comprehensive Needs Assessment</a></p>		<p>Larenda Denien</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
	<p>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 implementing RELAY/NCILA practices to increase leader capacity around instructional best practices. (goal 4)</p>		<p>Larenda Denien</p>	<p>06/30/2026</p>

*Notes:*

Completed Comprehensive Needs assessment linked here. Please copy and paste the link below.

[https://docs.google.com/document/d/1x\\_wh8EWbPeHzMNaBfJ\\_b9630aBy3whc8P17GVZzcT60/edit?usp=sharing](https://docs.google.com/document/d/1x_wh8EWbPeHzMNaBfJ_b9630aBy3whc8P17GVZzcT60/edit?usp=sharing)

Title I funds will be used to hire a coaching consultant who met with facilitators not involved in RELAY training to utilize coaching protocols based on the Get Better Faster model and develop coaching caseloads with identified teachers. The coaching consultant met with these facilitators on an ongoing basis throughout the school year to provide training, practice and feedback.

The leadership team has attended each RELAY training and has also done learning walks with district leaders to determine areas of strengths and weaknesses in classrooms. That information, along with observations and informal walk-throughs have yielded PD sessions on effective utilization of the Open Up curriculum as well as small group instruction.

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 allotments to exchange for positions that will provide instructional support to students and to teachers through coaching and feedback. (goal 4)

Larenda Denien

06/30/2026

*Notes:* In order to mitigate inequities regarding human resources, Title I funds in the amount of \$50,879.55, without benefits, will be used to fund 2.5 classroom teacher positions for math, science, and 0.5 Social Studies.

Title I funds were used to hire a coaching consultant who met with facilitators not involved in RELAY training to utilize coaching protocols based on the Get Better Faster model and develop coaching caseloads with identified teachers. The coaching consultant met with these facilitators on an ongoing basis throughout the school year to provide training, practice and feedback.

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>				
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>				
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?

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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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

Limited Development  
09/18/2023



B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**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**

**06/30/2026**

**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

06/30/2026

*Notes:* Class visits (both formal and informal) are conducted regularly. A coaching consultant was hired to prepare facilitators to coach teachers using the Get Better Faster model. Effective teachers are highlighted both on the morning news through the PROWL awards and in the Champion staff newsletter. Struggling or new teachers receive training in practice clinics provided through the BTSP, and identified teachers receive regular coaching with feedback from facilitators.

**Implementation:**

06/17/2024

<b>Evidence</b>	6/17/2024 6/17/2024: Facilitators have coaching logs and walk-through forms. The Champion newsletter has shout-outs for effective teacher practices.			
<b>Experience</b>	6/17/2024 6/17/2024: Facilitators have met with teachers on their coaching caseloads routinely and have given feedback. Teachers have been recognized for their effectiveness by the principal in her Champion staff newsletter.			
<b>Sustainability</b>	6/17/2024 6/17/2024: Members of the ILT will continue to coach teachers and effectively onboard new teachers. Classroom visits (formal and informal) will continue, and beginning teachers will take part in practice clinics provided through BTSP. Teachers who are ineffective will receive intensive coaching and performance evaluation.			

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>
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<b>Effective Practice:</b>	<b>Practice 2B: Target professional learning opportunities</b>
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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
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<b>Initial Assessment:</b>	<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.</p>	Limited Development 09/11/2023		
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B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.

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.

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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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><b>How it will look when fully met:</b></p>	<ul style="list-style-type: none"> <li>- Members of the Leadership Team (Admin &amp; Content Leads) conduct class visits in all classrooms at least twice a month to provide teachers with feedback &amp; support</li> <li>- Data collected from class visits, formal observations, &amp; 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.)</li> <li>- Increases in student performance &amp; proficiency, as measured by the EOGs</li> <li>- Students exceed the growth expectations, as measured by the EOGs</li> </ul>		<p>Kris Wawer - DOE 9/13/23</p>	<p>06/30/2026</p>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
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	06/30/2026
	<i>Notes:</i> Administrators meet weekly to discuss data collected from class visits, and members of the ILT give input on professional development needs. This action will continue for the 2024-25 school year.			
9/12/23	Leadership Team conducts calibration visits with debriefing & action planning (goal 4)		Larenda Denien	06/30/2026
	<i>Notes:</i>			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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
<b>Initial Assessment:</b>			<p>A. To what extent did you meet each of your 2023-2024 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>	Limited Development 07/25/2024		

C. What challenges are you facing in meeting your 2024-2025 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.

B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.

C. Staffing inconsistencies and novice teachers. Increase in newcomer population with students acquiring basic language skills. The need for additional personnel who are tasked with implementing interventions and supporting classroom teachers with implementing in-class interventions.

D. Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence.

A solid leadership team who is committed to implementing the MTSS process with integrity and using data to make all decisions about what is best for our students.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the Open Up Curriculum

Prepare teachers to implement the tenets of Cambridge

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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

C. Staffing inconsistencies and novice teachers. Increase in newcomer population with students acquiring basic language skills. The need for additional personnel who are tasked with implementing interventions and supporting classroom teachers with implementing in-class interventions.

D. Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence.

A solid leadership team who is committed to implementing the MTSS process with integrity and using data to make all decisions about what is best for our students.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the EL Curriculum

Prepare teachers to implement the tenets of Cambridge

***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 & instructional assistants to support small group instruction for all students across the school).

Full implementation will be achieved when:

**Kris Wawer - DOE  
9/13/23**

**06/30/2026**

- 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 Lead engages and participates in core 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. See below for additional guidance on content.
- For every lesson, all students will be given the opportunity to receive the content. As a part of tier 1 instruction, teachers are will differentiate their lesson based on the learning needs of the students in front of them. Teachers will display use of data-based decisions in differentiating instruction through different modes including pulling some students into a teacher-directed small group to reteach parts of the lesson that formative assessments indicated the students did not grasp or assigning groupings of students based on elements of the lesson that need to be reinforced. This requires teachers to have a solid lesson plan (see below for planning components) as well as ability to get in-the-moment data through academic monitoring and then using that data to develop in-the-moment groups based on the formative data. These groupings may be homogenous with all the students within the group needing reinforcement of a particular concept or they may be heterogeneous with students learning from one another (stronger students taking the lead, but all students having a role in the group; (Rogers, 1996; Tomlinson, 1995, 2003).
- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 9.2 % to 15%.
- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 84.2% to 90%

7/25/24	Leaders and MCLs in ELA and math are hired to facilitate in PLC meetings and provide ongoing coaching and support to teachers in these content areas. They provide guidance in analyzing and responding to data as well as providing co-teaching, modeling, resources, and other supports. These leaders meet with each grade level PLC for planning purposes at least twice weekly. (Goal 2 & 3, Guardrail 1).		Kris Wawer - DOE 9/13/23	09/30/2024
<p><i>Notes:</i> MCLs for ELA and math are hired and facilitate in PLC meetings as well as providing coaching and support to teachers in these content areas. They provide guidance in analyzing and responding to data as well as providing co-teaching, modeling, resources, and other supports. These leaders meet with each grade level PLC for planning purposes at least twice weekly.</p> <p>Small group instruction PD will be provided for all staff throughout the year.</p>				
7/25/24	The principal will 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. (Goal 2 & 3; Guardrail 1, 2, & 3; Aligns to EVAAS and FAM-S 3)		Larenda Denien	09/30/2024
<p><i>Notes:</i> Consistent meeting schedules and teaming structures have been assigned. PLCs meet weekly and will discuss student specific progress monitoring data for tiered intervention plans using I-Ready. The I-Ready assessments will also be used throughout the school year. (Aligns to Goal 2, Guardrail 1 and EVAAS and FAM-S 3.)</p>				
7/25/24	The MTSS Leadership Team will continue to collaborate to implement 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 2 & 3, Guardrail 1)		Camille Caines	09/30/2024
<p><i>Notes:</i> MTSS Leadership Team will meet and collaborate to implement a school-wide system and process for providing targeted interventions based on I-Ready assessments and utilizing I-Ready interventions.</p>				
9/4/24	The leadership team will provide small group instruction PD for all staff throughout the year so we may implement strategic small group instruction for students. (Goal 2 & 3, Guardrail 1, 2, & 3)		Kris Wawer - DOE 9/13/23	06/30/2025
<p><i>Notes:</i></p>				



7/25/24	The MTSS leadership team will provide training for staff members so they are knowledgeable of the MTSS system and processes. (Goal 2 & 3, Guardrail 1, 2, & 3)		Camille Caines	06/30/2025
<i>Notes:</i> The staff will be trained on the MTSS system and use of I-Ready assessments and interventions.				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.</p> <p>B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.</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 and the Get Better Faster coaching model to address the needs of novice teachers and those who are struggling with classroom management.</p>	Limited Development 09/11/2023		
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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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of 2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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

D. Implementing the practices from Relay GSE and the Get Better Faster coaching model to address the 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 or other benchmark assessments, district assessments, common assessments

Larenda Denien

06/30/2026

**Actions**

0 of 3 (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)

Kris Wawer - DOE  
9/13/23

06/30/2026

*Notes:* This action was completed and will be continued in 2024-25.

Notes from 2023-24:

Administrators and leadership members attend RELAY trainings as often as they are offered and participate in classroom calibration walk-throughs with district leaders. Staff received training at the beginning of the year on school-wide expectations, which are also referenced in weekly staff newsletters from the principal. Practice clinics have been held for beginning teachers as well as teachers who would like to refresh their learning on matters including academic conversations, attention-getting signals, and academic monitoring. Facilitators have also received coaching training from a consultant and are continuing this training as they coach new teachers.

11/27/23 Teachers & staff will participate in classroom leadership & behavior management training provided by the CMS School Discipline Behavior Support department

Larenda Denien

06/30/2026

*Notes:* All staff received training from district behavior specialist Alex Denham during their PLC meetings during the month of November. Make-up sessions were also held for teachers who missed original training dates. Follow-up was completed in walk-throughs with administrators.

5/27/24 Provide sessions to help teachers reset and reinforce school-wide expectations and procedures and clarify consequences for students who aren't aligned and compliant with school-wide behavioral expectations.

Camille Caines

06/30/2026

*Notes:* From 2023-24: Meetings were held during PLCs at the start of the second semester for all teachers to reset the school-wide behavior expectations and clarify consequences as well as PBIS incentives for students. A tracker was created to help teachers identify students who may need more intensive behavior interventions such as MTSS may provide.

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>		<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p>	Limited Development 07/25/2024		

D. What opportunities exist to address these challenges in the 2024-2025 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 2024, we did not meet this goal. Students scoring at the CCR level on the Grade 8 Math EOG was 7.8%, based on preliminary data; this was an increase of 4.1 from the previous school year.

B. Overall achievement was 19.4% for GLP for Math 8 which was an increase of 4.2 from the previous year; our GLP for Math 1 was 100% which was an increase of 3.6 from the previous year; and our CCR for Math 1 was 84.2% which was an increase of 28.8 from the previous year.

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.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the Open Up Curriculum

Prepare teachers to implement the tenets of Cambridge

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 2024, 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 9.2%, based on preliminary data; this was an increase 1.9 from the previous school year.

B. Our overall achievement was 22.6% for GLP which was an increase of

2.4 from the previous year. 6th grade increased GLP by 1.9 and CCR by 1.6. 7th grade increased GLP by 7.7 and CCR by 5.3.

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.

Ensure implementation of a strategic instructional planning approach and response to data process to provide intentionally planned small group instruction that addresses individual student needs

Continue utilizing the EL Curriculum

Prepare teachers to implement the tenets of Cambridge

**How it will look when fully met:**

- At full implementation, student performance will increase so the goals of our SIP will be achieved
- Class Visit data will indicate that 100% of 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
- We will exceed growth expectations as measured by the NC EOG assessments.
- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 9.2 % to 15%.
- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 84.2% to 90%

**Kris Wawer - DOE  
9/13/23**

**06/30/2026**

Actions		4 of 10 (40%)		
7/25/24	The principal will develop a master schedule aligned to the CMS Middle School Tenets and that supports the academic and social-emotional needs of all students, and includes time for intervention delivery, opportunities for strategic movement throughout the instructional day, and regular opportunities for collaboration in regards to unpacking standards & assessments, developing lesson plans, and responding to data. (Goal 2)	Complete 08/19/2024	Larenda Denien	08/19/2024
<p><i>Notes:</i> The master schedule was developed to include time for intervention delivery, opportunities for strategic movement throughout the instructional day, and regular opportunities for collaboration in regards to unpacking standards &amp; assessments, developing lesson plans, and responding to data. (Goal 2)</p>				
7/25/24	The principal will utilize the Exchange Process to hire 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)	Complete 09/10/2024	Larenda Denien	08/19/2024
<p><i>Notes:</i> Title I funds in the amount of \$133,558.82 (not including benefits) were utilized to fund 2.5 classroom teacher positions in order to support teaching and learning toward achieving the school's academic goals.</p> <p>In addition, MCLs for both ELA and Math lead PLCs, model lessons, provide learning walks and coaching feedback based on a schedule that has been created. This will continue throughout the school year.</p>				
7/25/24	The principal will 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)	Complete 08/19/2024	Larenda Denien	08/19/2024
<p><i>Notes:</i> The master schedule of PLC meetings has been created and implemented. PLCs meet at least twice weekly on Tuesdays and Thursdays based on the master schedule to unpack standards and assessments, plan and model lessons, and respond to data and student work.</p>				

7/25/24	The Assistant Principal will 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)	Complete 08/26/2024	Larenda Denien	08/26/2024
	<i>Notes:</i> Schedules are in place for EC and MLL teachers to provide targeted support for students with IEPs and/or who are identified as MLLs (Goal 2.)			
7/25/24	PLC teams will follow our school-wide instructional planning approach (unpacking, planning, modeling, and data) with a focus on utilizing results to develop targeted small group instruction plans and provide students with necessary feedback and support to achieve mastery. The leadership team will provide coaching, feedback, and support to teachers and staff members when needed, to support successful implementation. (Goal 2)		Kris Wawer - DOE 9/13/23	06/30/2025
	<i>Notes:</i> A schedule has been created for facilitators and MCLs to conduct learning walks on at least a bi-weekly basis and to calibrate their results to plan for targeted professional development to be conducted during early release days and/or as needed. Administrators routinely monitor PLCs for all core content areas and provide feedback to facilitators, MCLs and teachers with the focus on utilizing data and providing targeted small group instruction to help students achieve mastery.			
7/25/24	The principal will facilitate meetings with the members of the Leadership Team to ensure 100% of core content PLCs are fully implementing the school-wide instructional planning approach & response to data processes. (Goal 2)		Larenda Denien	06/30/2025
	<i>Notes:</i> A schedule has been created for ILT meetings to occur twice monthly.			
7/25/24	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)		Kris Wawer - DOE 9/13/23	06/30/2025
	<i>Notes:</i> Peer learning walks will be conducted, and teachers will provide colleagues with feedback on implementing school-wide and district expectations.			
7/25/24	The principal will utilize Title I funds (\$31,962.79) 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	06/30/2025



*Notes:* Title I funds in the amount of \$10,400 (tentatively) will be utilized for professional development and workshops to provide teachers with the necessary skills and strategies to provide maximum impact on increasing student engagement and learning.

In addition, Title I funds in the amount of \$31,962.79 (tentatively) will be utilized to purchase supplies and materials for instructional use in the classroom as needed.

7/25/24	The principal will utilize Title I funds (TBD based on final budget) to provide extended employment during Summer Session I, June 2025. 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 current school year to make adjustments to our practice & expectations for the upcoming school year. (Goal 2)		Larenda Denien	06/30/2025
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*Notes:* Title I funds will be allocated for extended employment for the Summer Session I, June 2025 to allow designated faculty members to work with the principal on developing a plan for the upcoming school year related to teaching and learning, MTSS, SEL, culture and team building. This relates to Goal 2.

7/25/24	The leadership team will ensure implementation of the school-wide data analysis protocol to analyze and review attendance, behavior, and common assessment data at regular intervals so we may provide targeted support for students. (Aligns to Math 1 & 6-8 Reading assessments, EVAAS, and FAM-S 29)		Larenda Denien	06/30/2025
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*Notes:*

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>
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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
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**Initial Assessment:**

A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2024-2025 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 regarding self-efficacy, self-management, and engagement, especially as they transition into middle school and leave middle school to enter high school.

B. Successes include daily SEL lessons being taught, a leadership elective that empowers student leaders to act as ambassadors for family events, school tours for rising 6th grade students at feeder elementary schools, and various community events. 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 & promotion ceremony, and counselors and former Eastway students from Garinger met with 8th graders to help with transition. Additionally, our counselor planned and facilitated several tours of the school and presentations with several of our feeder elementary schools. We have a very successful Math I program, and this year 100% of 8th grade students taking the Math I EOC achieved grade level proficiency, with 84.2% achieving CCR level. These students are well-positioned for success in high school math classes. Honors classes for ELA and Social Studies are also available to 6th, 7th and 8th grade students.

C. The challenges include generating more participation from students and parents in school-wide events and expanding opportunities for clubs and extracurricular programs during the school day so we have 100% participation.

D. Opportunities include continuing to maintain an active PTO to provide all families with equitable access to programs and support, working to recruit more families to join PTO & SIT, encouraging families

Limited Development  
09/15/2022

to take the lead on important work, and developing a system to offer clubs to give students access to explore a variety of interests.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

**How it will look when fully met:**

This indicator will be fully implemented when:

- Every student pursues an area of interest and gets involved in at least one of the offerings we have available (clubs, extracurriculars, athletics, band, special programs, student leadership action teams, and/or the variety of elective courses offered)
- 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 PTO 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

**Jill Barclay - DOE  
8/30/2024**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

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, special programs, student leadership action teams, and/or the variety of elective courses offered). (Guardrail 3)

Maria DeFazio

06/30/2026

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.

9/16/22

The leadership team will ensure students have opportunities to participate in field trips that are designed to support their future aspirations. (Guardrail 3)

Kathy Shea

06/30/2026

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. (Guardrail 3)

Mark Joslin

06/30/2026

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

9/9/24	The student services team will work with leaders from the elementary and high schools to ensure effective transition processes are in place to support students entering and exiting middle school (Guardrail 3)		Keschia Daussy	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/20/2023		
<b>Evidence</b>	6/20/2023			
<b>Experience</b>	6/20/2023			
<b>Sustainability</b>	6/20/2023			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
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<b>Initial Assessment:</b>	<p>A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?</p> <p>D. What opportunities exist to address these challenges in the 2024-2025 school year?</p> <p>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.</p> <p>A. We are unsure if we met this goal since students had to “opt-in” to take the survey this year</p> <p>B. While we don’t have data metrics to determine success with this goal, we did continue making progress on our school culture efforts with an increase in the number of students who received positive referrals and those who increased the number of Jaguar Pride points</p>	Limited Development 07/25/2024		
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earned for safety, respect, & responsibility. In addition, we provided high quality SEL instruction daily.

C. We have a high population of students with deficient self-management skills; insufficient and inexperienced staffing has been a challenge; high chronic absenteeism rate; and support staff members who are typically assigned to support with self-management have been limited or pulled in other directions.

D. Reassigning roles & responsibilities of staff to ensure a wider range of support is provided; working to retain irreplaceable teachers & staff; continuing our school culture efforts; and continuation of high quality SEL instruction daily

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. We are unsure if we met this goal since students had to “opt-in” to take the survey this year

B. While we don’t have data metrics to determine success with this goal, we did continue making progress on our school culture efforts with an increase in the number of students who received positive referrals and those who increased the number of Jaguar Pride points earned for safety, respect, & responsibility. In addition, we provided high quality SEL instruction daily. 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 area. Additional initiatives that have proven positive for our students include implementation of our Champion for Kids plan that provides students with mentors and use of PBIS, 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

<p><b>How it will look when fully met:</b></p>	<ul style="list-style-type: none"> <li>- The number of reported incidents related to bullying will decrease</li> <li>- The out-of-school suspension rate will decrease</li> <li>- 100% of teachers &amp; staff will implement the Capturing Kids' Hearts strategies and methods with fidelity in all classrooms</li> <li>- 100% of teachers &amp; staff will implement the daily SEL lessons with integrity</li> <li>- The number of students participating in the school-wide reward and incentive programs such as PBIS points, positive principal referrals, and other schoolwide incentive programs will increase</li> <li>- The chronic absentee rate will decrease based on the school-wide attendance plan linked here: <a href="#">Tiered Attendance Plan</a></li> </ul>		<p>Larenda Denien</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>1 of 12 (8%)</b></p>		
<p>8/7/24</p>	<p>CMS will ensure that training on Capturing Kids' Hearts is provided for teachers &amp; staff during the workdays prior to the beginning of the 2024-25 school year. (Guardrail 3)</p>	<p>Complete 08/30/2024</p>	<p>Maria DeFazio</p>	<p>08/30/2024</p>
<p><i>Notes:</i> A two-day staff training was held on Capturing Kids' Hearts during teacher workdays prior to the start of the school year.</p>				
<p>7/25/24</p>	<p>The leadership team will ensure we 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)</p>		<p>Kris Wawer - DOE 9/13/23</p>	<p>09/30/2024</p>
<p><i>Notes:</i> Provide SEL planning time for PLCs quarterly so teams can review data and develop lessons utilizing provisioned district curriculum. (Aligns to SEL and FAM-S 31)</p> <p>Grade level assemblies are planned for the first two weeks of school to communicate consistent expectations to students. Teachers received explicit training on teaching expectations, rules and procedures during teacher workdays at the start of the school year.</p>				
<p>9/4/24</p>	<p>The student services team will implement the school-wide attendance plan: <a href="https://docs.google.com/document/d/1AcPIsUi3vKJcD71wZVPwAhkIRCIZn_2C4pK-ywGjLI4/edit">https://docs.google.com/document/d/1AcPIsUi3vKJcD71wZVPwAhkIRCIZn_2C4pK-ywGjLI4/edit</a> (Guardrail 3)</p>		<p>Mark Joslin</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

7/25/24	The student services team will implement 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)		Mark Joslin	06/30/2026
<i>Notes:</i> This program was implemented in the 2022-23 and 2023-24 school years and will be implemented again in the 2024-25 school year.				
7/25/24	All staff will 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)		Natika McPherson	06/30/2026
<i>Notes:</i>				
7/25/24	Teachers will provide SEL instruction each day using Caring School Communities curriculum, Capturing Kids Hearts resources, and other materials and resources related to the CASEL standards. (Guardrail 3)		Maria DeFazio	06/30/2026
<i>Notes:</i> Daily SEL lessons are taught school-wide; the lessons are developed by Maria DeFazio.				
7/25/24	The MTSS Lead will facilitate MTSS Leadership Team Meetings 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	06/30/2026
<i>Notes:</i> MTSS Facilitator provided training to all staff in whole group sessions & during planning blocks 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 Assistant Principal (KP) has been assigned to lead the Student Services PLC, which includes MTSS. The Assistant Principal & Principal attend the weekly meetings.				
7/25/24	The MTSS Lead 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)		Camille Caines	06/30/2026
<i>Notes:</i> Weekly Student Services PLC meetings to review data (incident referrals, incidents in PowerSchool, etc.) Daily SEL lessons implemented school-wide 2nd Semester: Student Services PLC members will host a weekly session with all grade levels to review data (behavior/incidents, attendance, etc.) to determine the levels of support needed for individual students				



7/25/24	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)		Natika McPherson	06/30/2026
<i>Notes:</i> - Weekly Student Services PLC meetings - Quarterly Jaguar Pride Celebrations - Positive Referrals for Students Daily - School Store				
7/25/24	The leadership team will identify students who will serve as leaders and members of Student Leadership Action Teams. (Guardrail 3)		Kris Wawer - DOE 9/13/23	06/30/2026
<i>Notes:</i>				
7/25/24	The MTSS leadership team will 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 Lead 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)		Camille Caines	06/30/2026
<i>Notes:</i> - Weekly Student Services PLC meetings				
7/25/24	The principal will utilize Title I funds (a portion of the \$31,962.79 in Supplies & Materials) 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	06/30/2026
<i>Notes:</i> - Purchased PBIS - Purchased items for the School Store (some items funded through Title I, some through P-Card purchases, & some through community partners) - Jaguar Pride Celebration				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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:**

A. To what extent did you meet each of your 2023-2024 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 2024-2025 SIP goal targets aligned to this indicator?

D. What opportunities exist to address these challenges in the 2024-2025 school year?

A. All parents and guardians receive the School Learning Compact at the beginning of the year and all teachers strive for 100% completion of signatures on this document explaining the expectations for the teacher, principal, guardian and student. The school hosts an Open House at the beginning of the school year, and all families are invited to attend and meet their child's teachers and learn pertinent information about the school as well as transportation, sports, Communities in Schools, etc. Several workshops were held throughout the 2023-24 school year to inform parents about school expectations, resources, etc. A community resource fair was held to provide families with a plethora of resources. The school partnered with SchermCo to help with family engagement and outreach. The principal provided a monthly newsletter shared with families, and teachers and administrators utilized ParentSquare to communicate with families. Other methods of communication included the school marquee, ConnectEd, flyers, social media, and phone calls home. Teachers scheduled conferences with parents and guardians of students as needed to discuss academic and behavioral concerns.

B. more than 400 participants at our fall family event, increased family engagement at events & school functions, started a PTO

C. ensuring all communication is representative of 30+ languages, making sure all families are connected to ParentSquare and their connection is updated each time they get a new phone number or email

D. support from school social workers & bi-lingual secretaries

Limited Development  
07/25/2024

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, all families will feel included and welcomed at the school and will have knowledge about ways to help their children academically. Families will have knowledge of how to contact teachers and administrators, how to obtain resources for their children to improve academic outcomes, and how to become active members of the school community. Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Redding, 2006).</p> <p>- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 9.2 % to 15%.</p> <p>- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 84.2% to 90%</p>		<p>Jill Barclay - DOE 8/30/2024</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>7/25/24</p>	<p>The Assistant Principal will share a monthly newsletter with families, The Jaguar Edition, to provide information, resources, &amp; support for families, and to share the importance of family involvement in their child's education. (Guardrail 3)</p>		<p>Jill Barclay - DOE 8/30/2024</p>	<p>06/30/2025</p>
<p><i>Notes:</i> This has been done throughout the 2023-24 school year and will be continued throughout the 2024-25 school year.</p>				
<p>7/25/24</p>	<p>The leadership team will utilize social media platforms and ParentSquare to provide families with information that may help them better support their children at home so they thrive in school. (Goal 2, Goal 3, Guardrail 1, Guardrail 3)</p>		<p>Jill Barclay - DOE 8/30/2024</p>	<p>06/30/2025</p>
<p><i>Notes:</i> Parents will be encouraged sign up for ParentSquare when they arrive for Open House. The goal is to have 100% participation in ParentSquare.</p>				
<p>7/25/24</p>	<p>The student services team will implement the school-wide attendance plan (see A4.06) for increasing student engagement and outcomes as it relates to improving student attendance, academic performance, behavior, social-emotional skills, etc. (Goal 2, Goal 3, Guardrail 1, Guardrail 2, Guardrail 3, FAM-S 3)</p>		<p>Jill Barclay - DOE 8/30/2024</p>	<p>06/30/2025</p>

*Notes:* 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)

8/23/24 In order to provide ongoing communication and outreach with families to encourage their involvement with students' academic success, Title I funds in the amount of 5,280.88 will be used by the leadership team to purchase supplies and materials for parent and family involvement. (Guardrail 3, FAM-S 3).

Jill Barclay - DOE  
8/30/2024

06/30/2025

*Notes:* This action item aligns with the smart goals that students in grades 6-8 who score at the CCR level will increase from 9.2% to 15% in 2024-25. It also aligns with the smart goal that students in Math I who score at the CCR level will increase from 86.4% to 90% in 2024-25.