

Comprehensive Progress Report

Mission:

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Vision:

Moore Square GT/AIG Basics Magnet Middle School partners with downtown community resources to provide a rigorous and innovative learning environment enabling students to discover and nurture their gifts and talents through extensive elective choices to prepare them to become productive citizens in a global society.

Goals:

By June 2020, 100% of students at Moore Square GT/AIG Basics Magnet Middle School will meet or exceed growth on the English Language Arts and Math End of Grade assessments.



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently we have a developing PBIS system.</p> <p>Our SIRS data indicates a disproportionate number of minority referrals.</p> <p>Our strengths around this indicator are:</p> <ul style="list-style-type: none"> • common language to reinforce expected behaviors • Behavior Matrix • In-class rewards/ROAR rewards • Positive phone calls home • GRIT students • PBIS celebrations • PBIS Handbook as a resource • Reviewing our discipline referral, procedures, and outcomes through an Equity lens <p>Our root cause analysis indicates that our areas of growth/opportunity are:</p> <ul style="list-style-type: none"> • Building relationships • Common understanding and implementation of the Behavior Matrix <p>We will need to develop a common language to better implement the Behavior matrix, monitoring implementation by reviewing our Tiered Fidelity Inventory, as well as, our SIRS referrals.</p>	Limited Development 09/12/2018		

<p>How it will look when fully met:</p>	<p>Full implementation of this indicator would include:</p> <ul style="list-style-type: none"> • All students will be able to verbalize ROAR expectations • Eliminate predictable outcomes of referrals based on subgroups • All teachers positively teach and reinforce consistent rules and procedures • System for rewards and consequences • Engaged student learning throughout the school • Use of other behavior management strategies, i.e. Restorative practices/Circles, Check In Check Out (CICO) • Disciplinary data including disproportionality among subgroups • Full understanding and implementation of Intervention Matrix • Full understanding and implementation of Behavior Matrix • Utilization of PBIS Handbook as a resource <p>The Tiered Fidelity Inventory and a lower number of referrals across all subgroups will indicate successful implementation.</p>		<p>Jacinta Estes</p>	<p>06/01/2020</p>
<p>Actions</p>				
<p>Notes:</p>				

Effective Practice:			Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>Currently we are implementing system adopted resources which reinforce standards aligned units of instruction.</p> <p>End of Grade assessment data indicates overall progress at Moore Square MS.</p> <p>Our strengths around this indicator show we exceeded growth in Math and in all subgroups.</p> <p>Our root cause analysis indicates that our areas of growth/opportunity are:</p> <ul style="list-style-type: none"> • Reading growth according to EVAAS • Career and College Readiness <p>We will need to develop and implement common assessments in all subject areas to better monitor implementation.</p>	Limited Development 09/12/2018			
<i>How it will look when fully met:</i>		<p>Full implementation of this indicator would include:</p> <ul style="list-style-type: none"> • Alignment of curriculum to standards across grade levels and tiers of instruction • Unit/ Lesson plan documentation, including UBD templates • Provide academic support for all students- Tier 1 instruction <p>Common Assessments , Quarterly Benchmark Assessments , Pre-Post Assessments , Classroom Observation Data, PLT artifacts will indicate successful implementation.</p>		Karen Poindexter	06/01/2020	
<i>Actions</i>						

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently we have an Intervention Team that meets bi-monthly to address student needs along with other teams in place such as PBIS, PLTs.</p> <p>Our growth data indicates we met growth overall:</p> <ul style="list-style-type: none"> Professional Development to support MTSS. Grade level PLTs meet to discuss student interventions Each grade level offers ELA and Math intervention classes to support at promise students Teachers differentiate instruction Teachers are beginning to understand and utilize intervention strategies and progress monitoring <p>Our strengths around this indicator are:</p> <ul style="list-style-type: none"> all subgroups have met growth our school exceeded growth in Math <p>Our root cause analysis indicates that our areas of growth/opportunity are to develop evidence-based instruction aligned with the individual needs of students across all tiers in Reading due to not meeting growth in this area.</p>	Limited Development 09/12/2018		

How it will look when fully met:

Full implementation of this indicator would include .

EOG assessment data will indicate growth in Reading, Math and also in all subgroups.

Professional development included:

- PBIS strategies
- Classroom intervention strategies
- Differentiated instruction
- Implementation of universal screening and progress monitoring assessments

We will sustain these practices by :

- Evaluation of effectiveness of core plans
- Evaluation of effectiveness of tiered student plans

Student outcome data would indicate.:

- Lower referral rates for minorities
- Effective progress monitoring and referral system

Adult practice would show that implementation data indicates:

- Intervention Team will utilize the Intervention Matrix to review data
- Utilization of ECATS- MTSS: Early Warning System
- Creation of Tier 2 Ed Plans in MTSS Explorer
- PLT artifacts

Karen Poindexter

06/01/2020

Actions

0 of 10 (0%)

9/12/18 Professional Development: Content Specific Support for Tiered System of Instruction through Dept PLTs

department chairs

06/01/2020

Notes:

	9/12/18	Professional Development: How to support students that require intervention/ extension within the general ed classroom (Understanding by Design) (common assessments, iReady)		content specific PLTs	06/01/2020
	<i>Notes:</i>				
	9/12/18	Professional Development: Documentation of interventions and progress monitoring- use of MTSS Explorer		Intervention Coordinator	06/01/2020
	<i>Notes:</i>				
	9/12/18	Professional Development: Differentiation		Instructional Facilitator	06/01/2020
	<i>Notes:</i>				
	10/9/18	PLTs and other academic/behavioral support staff will collaborate at least monthly to ensure instructional approaches are aligned across tiers.		PLT Leaders	06/01/2020
	<i>Notes:</i>				
	10/9/18	All teachers will deliver instruction that is tightly aligned to the grade-level standards and instructional shifts.		All Teachers	06/01/2020
	<i>Notes:</i>				
	10/9/18	All teachers will plan for scaffolded learning experiences to ensure access for all learners on grade-level standards.		All Teachers	06/01/2020
	<i>Notes:</i>				
	10/9/18	All teachers will utilize assessment data to identify students who need additional support beyond core instruction.		All Teachers	06/01/2020
	<i>Notes:</i>				
	10/9/18	All teachers will collaborate with parents about implementation of the identified supports for their child.		All Teachers	06/01/2020
	<i>Notes:</i>				
	10/9/18	All teachers will progress monitor students receiving interventions bi-weekly.		All Teachers	06/01/2020
	<i>Notes:</i>				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Currently we have a developing Intervention Team and PBIS system for Behavioral and Emotional expectations.

Surveys, TFI, and SIRS data indicates a need for systems and supports to aid in helping students self-monitor emotions/behaviors.

Our strengths around this indicator are:

- ROAR Expectations
- Club offerings
- Peer mediators
- Intervention Matrix
- Behavior Matrix

Our root cause analysis indicates that our areas of growth/opportunity are:

- Increasing volunteers in under-represented subgroups to better serve our school demographics

We will need to develop character education lesson plans and utilize the EASI system for documentation of student behavior plans to better monitor implementation.

Limited Development
09/12/2018

How it will look when fully met:	<p>Full implementation of this indicator would include:</p> <ul style="list-style-type: none"> • Professional Development in place to build positive relationships between all stakeholders • Equal and equitable representation of all parents across demographics on PTSA Board • Social/Emotional required 6th grade elective • PBIS Behavior Matrix <p>Classroom observation data will indicate successful implementation.</p>		Jacinta Estes	06/01/2020
Actions				
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Currently we are broadening our outreach to engage parents through the development of the Community Engagement Initiative committee.

Parent survey data indicates a lack of belonging at Moore Square MS.

Our strength around this indicator is the creation of the Community Engagement Initiative, an outreach program.

Our root cause analysis indicates that our areas of growth/opportunity is to build capacity with our community/parent leaders to impact student learning.

We will need to implement various methods of communication: Remind, newsletters, websites, Google Calendar, Google Classrooms to better monitor implementation.

We will need to implement various methods of community outreach: parenting tips/tools, community engagement events, and increase the number of parent volunteers.

Limited Development
09/12/2018

<p>How it will look when fully met:</p>	<p>Full implementation of this indicator would include:</p> <ul style="list-style-type: none"> • School/home communication will be consistent with all students • Parent/school communication will be two-way and regular • Attendance improves and engagement/performance increases which leads to test score growth • Communication includes face to face meetings, materials sent home, and routine phone calls • Collaboration with families to establish relationships and trust between all communities <p>Data from student-led conferences , Panorama Survey: 5 major categories- Barriers to Engagement, Family Efficacy, Family Engagement, Family Support, and School Climate, School-based Parent Inventory Feedback, AdvancEd Parent Survey Data will indicate successful implementation.</p>		<p>Marla Mondora</p>	<p>06/01/2020</p>
<p>Actions</p>				
<p>Notes:</p>				