

## Comprehensive Progress Report

**Mission:** Mission Statement: Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world. Vision: Orange County Schools envisions a public school system that prepares all students to be creative, constructive thinkers who become healthy, productive and responsible members of our community and the world. Mission Statement: Gravelly Hill Middle School strives to create a dynamic and engaging learning environment that encourages creativity, inclusivity, and respect. Vision: Gravelly Hill Middle School will support students in becoming global citizens and leaders at school and in the community

**Vision:**

**Goals:**

- Gravelly Hill Middle School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs
- Gravelly Hill Middle School instructional teams will develop standards aligned units of instruction for each subject and grade level
- Gravelly Hill Middle School staff members will be attentive to students emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary



! = 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>		We are currently implementing the PBIS behavior model at GHMS. We received an evaluation score of 100% for our Tier 1 implementation during the 2016-2017 school year. We will revisit this indicator in June, 2018 to determine if we need to adjust this indicator from a medium to a higher priority.	Limited Development 09/08/2017			
<i>How it will look when fully met:</i>		All students and staff will be able to effectively implement and follow school wide and classroom expectations per the Positive Behavior Intervention Support matrix.		<b>Rob McAuliffe</b>	<b>06/07/2019</b>	
<b>Actions</b>						

Notes:

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Grade level Professional Learning Communities have met weekly to analyze student performance data based on multiple formative assessment data points. Through PLC's each content area develops pacing guides and unit planning documents with support from district and school instructional coaches. Professional development and planning days have been budgeted by school and district administration to unpack standards, revise unit plans, create differentiated lessons and devise intervention activities.	Limited Development 09/17/2017		
<i>How it will look when fully met:</i>		All PLC's will create, revise and share standards aligned units that are differentiated, engaging, and rigorous. Within unit planning, teachers will utilize student performance outcomes and research based instructional best practices to create optimal learning experiences. PLC's will be able to effectively answer the following questions: What did students learn?, How do we know what they learned?, How are we enriching the learning experience for students who have mastered the standard/skill? How are we re-teaching/intervening for students who have not mastered the standard/skill?	<b>Objective Met 08/10/18</b>	<b>Chris Gammon</b>	<b>06/11/2019</b>
<b>Actions</b>					
	9/21/17	GHMS leadership will allocate time and funds for multiple Professional Learning Community planning days across core content areas.	Complete 06/08/2018	Chris Gammon	05/04/2018
<i>Notes:</i>					
	9/21/17	The MTSS and Instructional leadership team will lead conduct monthly walk through's providing coaching and feedback as well as sharing core instructional best practices in alignment with school improvement goals.	Complete 12/20/2018	Beth Liner	06/08/2018
<i>Notes:</i>					
	9/21/17	Professional development will be developed and implemented focusing on core instructional best practices in the areas of: Small group instruction, Gradual release model, Math and Literacy Design Collaborative (Formative Assessment Lessons), Workshop Model in English/Language Arts, student engagement through implementation of the 5 C's, technology integration across disciplines, and co-teaching in the inclusion classroom.	Complete 06/08/2018	Morgan Robinson	06/08/2018

Notes: The workshop model is being implemented to improve standards alignment within and across grade level PLC's and to develop explicit instructional best practices including: classroom structure, one on one and small group conferring with teachers, regular collaboration through partner/small group work

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		This year, we are focusing upon Tier 1 of the MTSS levels of support and will be delivering quality core instructional practices. In June, 2018, we will be preparing to address this indicator to raise the status of the priority from medium to a higher level by implementing Tier 2 of the MTSS levels of support.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		Master schedule, instructional delivery, and data analysis processes will reflect effective core academic and social/emotional learning experiences for all students. Consistent reflection on student data will provide intensive supports/interventions for targeted students during strategic intervention times within the weekly schedule.		<b>Chris Gammon</b>	<b>06/07/2019</b>
<b>Actions</b>					

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			GHMS has implemented school wide positive behavior intervention supports within the last two years. Through PBIS, GHMS has established common behavior expectations in all areas (classroom, hallway, cafeteria, media center, lunch room, restroom, buses, etc.). Students and teachers utilize planners to track academic and behavioral progress each week. This information is shared with parents and tracked through a data tracking spreadsheet. Students have been rewarded for positive behavior through grade level rewards parties and the use of Grizzly Bucks which can be used to purchase items of interest to students. Additionally, GHMS developed an advisory block to provide social/emotional support and guidance through character education and citizenship curriculum. All teachers are aware of the structural supports provided by school based student support team (school social worker, counselors, school nurse). Students are referred to the student support team for one on one support and assistance at times of need.	Limited Development 09/17/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			Positive Behavior Intervention Support (PBIS) will be implemented to fidelity (Tier 1 school wide).	<b>Objective Met 06/18/18</b>	<b>Rob McAuliffe</b>	<b>06/08/2018</b>
<i>Actions</i>						
9/21/17			The student support team will develop a parent and student 360 survey to inform school culture and climate decisions.	Complete 06/08/2018	Rob McAuliffe	01/31/2018
			<i>Notes:</i>			
9/21/17			Whole staff Positive Behavior Intervention Support (PBIS) professional development will be developed by the PBIS team and district support staff.	Complete 06/08/2018	Julie White	02/28/2018
			<i>Notes:</i> Tier 1 PBIS training will promote the core tenets of PBIS to new staff members and expose all staff members to the "why" behind PBIS and the purpose of school wide implementation processes.			
9/21/17			The PBIS leadership team will participate in professional development focusing on Tier 2 implementation and strategies to prepare for Tier 2 implementation of PBIS school wide in 2018 - 2019.	Complete 06/08/2018	Heidi Zelski	06/08/2018
			<i>Notes:</i>			

9/21/17	Advisory will be restructured based on recent student discipline data trends to increase positive incentives for students through targeted use of stamps in student planners and weekly allotments of Grizzly Bucks for students.	Complete 06/08/2018	Heidi Zelski	06/08/2018
<i>Notes:</i> Student discipline data and parent feedback has promoted the implementation of Common Sense Media lessons in English and Spanish to ensure students are supported in areas of social/emotional awareness and digital citizenship.				
<b>Implementation:</b>		06/18/2018		
<b>Evidence</b>	6/18/2018 Budget copy and Agenda notes for PBIS Tier 2 training; Agenda for whole school PBIS Tier 1 training including presentation; Student planners with stamps, PBIS Rewards Party guidelines and spreadsheets with student head counts, revised advisory lesson plans, reduction in school discipline referrals			
<b>Experience</b>	6/18/2018 Objective is complete and we are now prepared to refine areas and supplement current goals with additional tiered support for teachers and students			
<b>Sustainability</b>	6/18/2018 Additional training in PBIS Tier 1 and 2 supports; behavior intervention tools, formal check in check out process and tracking of student performance through Edulync system			

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
<i>Initial Assessment:</i>		Some of our teachers are currently using standards-based grading practices to assess the mastery of standards in core subject areas. There is a system in place for supporting students who are being monitored in the SST process. We have county-wide pathways that are being utilized to identify high needs for differentiation for the Math 6 and 7 Plus classes, along with the Math 1 and Math 2 classes. We have also developed our own MTSS data spreadsheet that currently houses the formative assessment data gathered for students across grade levels to share with each other as students transition from one grade level to another. This spreadsheet also helps teachers when they are planning for, placing, and supporting students in small flexible groups. We will continue to utilize this until the Data Warehouse for the county has been completed during the 2017-2018 school year.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		MTSS Tier 2 and SST processes will be fully implemented with appropriate student tracking systems to transition plans in place.		Rob McAuliffe	06/07/2019
<b>Actions</b>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our SILT team and processes are currently in place, and we are in the process of aligning the MTSS and PBIS goals with those that we are outlining as key SILT goals so that all systems work together in a streamlined manner.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		School Improvement Team Meetings will align with school improvement goals and MTSS, PBIS, and Instructional Design targets.		Chris DiMassimo	06/08/2018
<b>Actions</b>					
<i>Notes:</i>					

	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>		We are currently holding monthly SILT and MTSS		Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		MTSS and SILT teams will focus on engaging in a formal problem solving process model using TIPS throughout the 2018 - 2019 school as well as aligning goals across leadership teams.			David Hall	06/11/2019
<b>Actions</b>						
Notes:						

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>				
	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
<i>Initial Assessment:</i>		We have developed an intentional <a href="#">master schedule</a> to provide common planning times for all teachers. Additionally, we budget at least 2 planning days a year for each PLC.		Full Implementation 09/08/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have developed a walkthrough tool for teachers that has been utilized by the administration to provide feedback for teachers so that they can reflect upon their instructional practices. Administrators attend weekly PLC meetings and conduct classroom observations. We are in the process of creating a walkthrough schedule with our instructional support team (Literacy Coach, DLC Coach, AIG Specialist) so that we can inform our teachers about the specific ways that they are supporting literacy, utilizing digital tools, and differentiating instruction for students.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		Staff will participate regularly in walkthrough's to provide coaching and feedback during PLC planning focusing on data analysis as well as core instructional best practices. Additionally, administration will closely monitor PDP's emphasizing small group instruction and provide authentic feedback through scheduled formal observations.		Chris Gammon	06/08/2018
<i>Actions</i>					
Notes:					



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gravelly Hill Middle School utilizes EOG, benchmark and formative assessment data as well as EVAAS growth measures to drive instructional decisions. All teachers compile classroom and grade level assessment data in common spreadsheets to track student growth and performance across grade levels, content areas and standards. Early release days, teacher workdays, and budgeted PLC days have been utilized to provide professional development and coaching in the area of engaging core instruction through use of the 5 C's (communication, collaboration, critical thinking, creativity and compassion). Each core content professional learning community has started developing common formative assessments to supplement the district formative assessments. The MTSS team has completed the SAM assessment and established short and long range goals to improve data analysis processes. The MTSS team has been introduced to the new IO Data Warehouse and will provide individual support to PLC's to assist with data analysis of core instructional practices moving forward.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		Student achievement data will reflect growth, teacher formal and informal observation data will reflect improvement in core instructional practices and student learning.	<b>Objective Met 06/18/18</b>	<b>Chris Gammon</b>	<b>06/08/2018</b>
<b>Actions</b>					
	9/21/17	GHMS will reform its master schedule to create optimal conditions for improving core instruction.	Complete 06/08/2018	Chris Gammon	03/30/2018
		<i>Notes:</i> Core classes will be extended from 55 minutes to 72 minutes, core content teachers will collaborate weekly during PLC's through common planning. Core content courses will be structured at the same time(s) each day to promote targeted small instructional student groups across same content classrooms through frequent analysis of common formative assessment data. Additionally, the structure of the master schedule will promote targeted re-teaching opportunities within the core classroom setting.			
	9/21/17	Core content PLC's (Math, ELA, Science) will develop common formative assessments (CFA's) to supplement district benchmark assessments.	Complete 06/08/2018	Suzanne DeConto	05/18/2018

*Notes:* Teachers will continue working within PLC's and with district support personnel to develop common formative assessments and use data to group students based on need. Data from CFA's will be used to develop engaging and differentiated lessons weekly.

9/21/17	All teachers will set a goal within their professional development plan focusing on elements of small group instruction as a core instructional focus.	Complete 06/08/2018	Amanda Sands-Warren	05/31/2018
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*Notes:*

9/21/17	The MTSS team will work in conjunction with the instructional leadership team to develop a prescriptive classroom walk through tool and schedule to ensure core instruction is monitored by leadership teams and feedback is provided monthly.	Complete 06/08/2018	Chris Gammon	05/31/2018
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*Notes:*

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		GHMS leadership attends recruitment fairs and utilizes online human resource management systems to identify and recruit talent. All staff members are provided regular coaching and feedback through informal walkthrough observations (monthly) and formal evaluations. All staff members participate in monthly staff shout outs to promote positive experiences and acknowledge personnel for positive deeds. GHMS has developed a new teacher support system through monthly support meetings and identification of formal mentors and informal "buddies" to provide ongoing feedback and support.	Limited Development 09/17/2017		
<i>How it will look when fully met:</i>		GHMS will decrease the teacher turnover rate. GHMS will use new teacher feedback, new teacher meeting agendas, teacher turnover data, evaluation results, etc. to inform recruitment and retention processes.		<b>Chris Gammon</b>	<b>12/06/2019</b>
<b>Actions</b>					

*Notes:*

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		GHMS provides multiple opportunities for stakeholders to partner with and participate in various school or community based events (i.e.: curriculum nights, ESL information nights, AIG/EC information sessions, report card pick-ups, etc.). GHMS continues to prioritize school to home communication by utilizing 21st century systems to communicate with parents a minimum of once per week through Connect Ed weekly updates (administration) and weekly instructional updates (teachers). GHMS partnered with Efland-Cheeks Global Elementary School to create relationships with students and families through mentoring programs.	Limited Development 09/17/2017		
<i>How it will look when fully met:</i>		GHMS will provide artifacts (agendas, meeting minutes, survey data, school website information, etc.) of evidence.		Sara Rodgers	06/07/2019
<i>Actions</i>					
<i>Notes:</i>					