

Comprehensive Progress Report

Mission: Create rigorous, authentic learning environments in which everyone grows

Vision: We are the architects of our lives.

Goals:

Long-term goal: All Phillips Middle School students will be on or above grade level in reading. 2018-2019 goal: By the end of 2018-2019, 46% of Phillips scholars will achieve a 3, 4 or 5 on the North Carolina Reading End of Grade Assessment.

Long-term goal: All Phillips Middle School students will be at or above grade level in mathematics. 2018-2019 goal: By the end of the 2018-2019 school year, 30% of Phillips scholars will achieve a 3, 4 or 5 on the North Carolina Math End of Grade Assessment.

Long-term goal: All Phillips Middle School students will be at or above grade level in science, as measured by the North Carolina 8th grade science End-of-Grade exam. 2018-2019 goal: By the end of the 2018-2019 school year, 65% of Phillips scholars will achieve a 3, 4 or 5 on the 8th grade science EOG

All scholars will enter high school knowing purpose and know what they will need to do in high school in order to achieve it by 25.

Phillips Middle School will exceed expected growth as measured by EVAAS by the end of 2018-2019 academic school year.



! = 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>		1. Teachers have received professional development on No Nonsense Nurturing, a program that empowers teachers to take a no-nonsense yet nurturing approach to managing their	Limited Development 11/02/2017		

	<p>classrooms – one that promotes the academic success of all students. It is based on in-depth research analyzing the practices of teachers achieving high levels of performance in diverse environments.</p> <p>2. Teachers taught school-wide expectations during homeroom during the first week of school using school-wide expectations lesson plans.</p> <p>3. The PBIS program also promotes clear and consistent expectations and positive reinforcement through a school-wide matrix, social-emotional mini lesson plans, and incentives for good choices.</p> <p>4. Core teachers are currently receiving coaching on classroom management using the Get Better Faster Scope and Sequence Management Trajectory.</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	
<p>How it will look when fully met:</p>	<p>1. Every space in the building will have posted expectations that are aligned to school vision, mission and values.</p> <p>2. School-wide expectations are clearly defined. All teachers can state the school-wide expectations and reinforce them consistently.</p> <p>3. All teachers implement No-Nonsense Nurturing throughout every class and have all mastered the classroom management trajectory from the Get Better Faster Scope and Sequence Management Trajectory.</p> <p>4. Students participate in "social skills" lessons at least twice per week.</p> <p>5. PBIS team meets and plans and implements events for positive behavior reinforcement monthly.</p>		<p>Jennifer O'Meara</p>	<p>01/11/2019</p>
<p>Actions</p>			<p>8 of 10 (80%)</p>	

11/8/17	Teachers attend beginning of year NNN training	Complete 08/30/2017	Jennifer O'Meara	08/30/2017
	<i>Notes:</i>			
11/8/17	The Instructional Leadership Team will provide feedback to non-core teachers on the Classroom Management Trajectory as needed.	Complete 10/31/2017	Lashaun Jenkins	11/01/2017
	<i>Notes:</i>			
11/8/17	Teachers teach PBIS social skill lessons monthly.	Complete 12/08/2017	Angela Jones	01/08/2018
	<i>Notes:</i>			
11/8/17	The PBIS team will meet, plan, and implement events for positive behavior reinforcement monthly.	Complete 01/19/2018	Lashaun Jenkins	01/31/2018
	<i>Notes:</i>			
11/8/17	Members of the Instructional Leadership Team provide weekly feedback on the Classroom Management Trajectory to all core teachers, which includes implementation of No Nonsense Nurturing.	Complete 02/14/2018	Jennifer O'Meara	02/15/2018
	<i>Notes:</i>			
11/8/17	PBIS team reviews expectations matrix and ensures alignment to school vision.	Complete 03/16/2018	Katelyn Capps	03/30/2018
	<i>Notes:</i>			
11/8/17	PBIS Team creates and posts large posters of expectations in each space in the building.	Complete 03/07/2018	Katelyn Capps	04/13/2018
	<i>Notes:</i>			
11/8/17	Administration sends out an in-house survey, which will include questions on teacher understanding of school-wide expectations to assess where we are.	Complete 03/23/2018	Jennifer O'Meara	04/30/2018
	<i>Notes:</i>			
11/8/17	Create and implement a plan for daily advisory time. 1. Students meet with a caring adult and deepen social-emotional skills, learn design thinking, engage in goal-setting, and develop an understanding of resilience. 2. Students create and contribute to a Case Study of Self		Jennifer O'Meara	01/12/2019
	<i>Notes:</i> This time will include the following: 1. Social-emotional skills			

	<ul style="list-style-type: none"> 2. Goal-setting 3. Creating plans to achieve goals 4. Progress monitoring on plans 5. Case Study of Self 				
9/25/18	The Instructional Leadership Team will design mini-Professional Development sessions for staff members with a focus on classroom management at each staff meeting.		Casandra Cherry	02/01/2019	
<i>Notes:</i> The ILT will design sessions based on school-wide discipline data (ODRs, Bounces) and teacher observations.					
Implementation:		03/28/2018			
Evidence	3/28/2018				
Experience	3/28/2018				
Sustainability	3/28/2018				
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>At Phillips Middle School, our teachers promote a growth mindset through classroom interactions. Our Math and Science Professional Learning Community focuses explicitly on "Math Esteem," working to teach students they can grow and get better at mathematics.</p> <p>Phillips Middle School also currently has homeroom advisory during which time students participate in character skill lessons that promote self-regulation twice per week.</p>	Limited Development 10/14/2018			
How it will look when fully met:	<p>Students will be able to define a growth mindset and a fixed mindset. They will understand the elasticity of the human brain and be able to explain the importance of persistence in order to achieve mastery. Students will persevere through challenges, find inspiration in the success of others, and believe that hard work and commitment leads to success.</p> <p>Grading will become mastery-based. Students will be able to</p>		Casandra Cherry	06/05/2020	

	explain what standards they have mastered and what standards they have yet to master. The word "yet" will carry great power for students, representing an opportunity for growth.			
Actions		0 of 2 (0%)		
10/23/18	All Phillips students will engage in lessons on the growth mindset and self-regulation during homeroom advisory time.		Jennifer O'Meara	03/15/2019
<i>Notes:</i>				
10/23/18	All teachers will participate in growth mindset activities during Professional Learning Communities and will then design and submit classroom activities, systems and procedures in classrooms. Effectiveness will be measured through student surveys and student focus groups, in which students will answer questions on the growth mindset versus the fixed mindset.		Casandra Cherry	04/30/2019
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Aligning instruction to the curriculum is very important and is an expectation at Phillips Middle School. In doing this, teachers work in PLCs to review the standards being taught, to share best practices for teaching the standard, and to create action steps for students who have and have not mastered the standard. Teachers also share lesson plans and work samples and discuss data from Benchmarks, CFAs, and other data sources. Teachers mostly adhere to the district's pacing guide, attend content level curriculum council meetings and attend data days after each benchmark to analyze data and provide a plan of action. Teachers follow the Phillips Data Driven Instruction Calendar to ensure analysis turns into action.		Limited Development 02/25/2016		
Priority Score: 3		Opportunity Score: 3	Index Score: 9		

How it will look when fully met:	<ol style="list-style-type: none"> 1. PLCs will take place weekly, focusing on the DDI calendar and capturing all agendas and minutes in the Phillips Team Drive. 2. Teachers will follow the Phillips DDI Calendar to create assessment and backwards plan units of instruction aligned to standards 3. Teachers will create corrective action plans to determine student misconceptions and instructional moves to correct misconceptions and enrich students who show mastery. Teachers will use standards mastery and subgroup data. 4. The Instructional Leadership Team will implement a weekly coaching cycles, ensuring that units of instruction and daily lesson plans are aligned, rigorous and relevant. 		Jennifer O'Meara	05/31/2019
Actions		5 of 9 (56%)		
11/8/17	Teachers will develop units and lessons aligned with standards with their Professional Learning Communities throughout the school year.	Complete 09/28/2017	Pamela Harrison	09/29/2017
<i>Notes:</i> Teacher leaders will be paid to continue to develop units over the summer.				
3/28/17	Grade level content area PLC's will administer common formative assessments every 4.5 weeks to ensure high levels of alignment between the taught and written curriculum.	Complete 10/31/2017	Jennifer O'Meara	11/23/2017
<i>Notes:</i>				
3/28/17	Data will be analyzed by teachers during PLC's and decision will be made to flexibly group students for corrective action.	Complete 10/31/2017	Jennifer O'Meara	06/01/2018
<i>Notes:</i>				
1/2/17	Core teachers will follow the pacing guide created by the district for each grade/subject are.	Complete 09/29/2017	Jennifer O'Meara	06/01/2018
<i>Notes:</i>				
3/28/17	Walkthroughs in ELA, Math and 8th grade Science classrooms will be conducted by the Instructional Leadership Team to ensure	Complete 10/11/2017	Jennifer O'Meara	06/01/2018

	that lesson plans and are taught and aligned to Common Core Standards.			
	<i>Notes:</i> Teachers will receive coaching following each walkthrough.			
9/27/18	Math teachers will study and practice number taks (in PLCs), facilitated by the math Multi-Classroom Leader, administration, and teachers.		Casandra Cherry	01/15/2019
	<i>Notes:</i>			
11/12/18	Teachers will engage in Professional Development on analyzing subgroup data and creating action plans using subgroup data.		Jennifer O'Meara	01/30/2019
	<i>Notes:</i>			
11/12/18	Math teachers will implement numbers talks at least three times per week in order to increase student number sense.		Casandra Cherry	03/30/2019
	<i>Notes:</i>			
9/27/18	All teachers will increase student engagement with rigorous content by implementing at least 2 Project Based Learning units		Casandra Cherry	06/01/2019
	<i>Notes:</i>			
Implementation:		03/28/2018		
Evidence	3/28/2018			
Experience	3/28/2018			
Sustainability	3/28/2018			

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
Initial Assessment:		Several programs have been instituted at Phillips Middle School to allow teachers to deliver evidence-based instruction aligned with students' needs. Opportunity Culture and push-ins from EC	Limited Development 04/13/2016		

	<p>experts provide flexibility in small group instruction from multiple educators (core teachers, Multi-Classroom Leader, Extended Impact Teacher, Reach Associate, Math Tutor, AIG teacher, EC teacher) in one classroom. PLC meetings are used to analyze the most recent data from testing in order to focus instruction and corrective action based upon individual needs (Data Analysis Tool). Staff PD is focused on Data Driven Instruction (DDI). Teachers will use their data analysis to create small groups for Intervention and Enrichment time built into the daily schedule to provide targeted support to all students.</p> <p>Phillips has also instituted a PBIS program that rewards students for positive and appropriate behaviors. These behaviors are clearly defined by a PBIS matrix that is posted in the school in multiple locations. The students are rewarded with PBIS bucks and/or Dojo points and there is a monthly incentive that students may participate in by earning bucks. We have focused on creating a consistent culture of care through the use of No Nonsense Nurturing. As a result, ODR's have shown significant reductions, resulting in less instructional time being lost.</p>			
<p>How it will look when fully met:</p>	<ol style="list-style-type: none"> 1. PLCs will take place weekly, focusing on the DDI calendar and capturing all agendas and minutes in the Phillips Team Drive. 2. Teachers will follow the Phillips DDI Calendar to analyze data in order to identify student needs. 3. Teachers will create corrective action plans to determine student misconceptions and instructional moves to correct misconceptions and enrich students who show mastery. 4. Teachers will leverage Intervention and Enrichment time to provide targeted support to individual students. 		<p>Jaime Axthelm</p>	<p>11/01/2019</p>
<p>Actions</p>		<p>6 of 8 (75%)</p>		
<p>11/5/17</p>	<p>Begin Intervention and Enrichment time for students to receive targeted support in small groups.</p>	<p>Complete 10/25/2017</p>	<p>Pamela Harrison</p>	<p>11/06/2017</p>
<p>Notes:</p>				

11/5/17	Create an Innovative Schedule Subcommittee to develop a creative bell schedule to maximize the use of school time.	Complete 12/04/2017	Jennifer O'Meara	11/27/2017
<i>Notes:</i>				
3/28/17	Teachers will utilize Schoolnet and/or Case21 data to flexibly group students during I/E and class time to target areas of growth.	Complete 11/21/2017	Casandra Cherry	12/14/2017
<i>Notes:</i>				
3/28/17	Opportunity Culture teams will regularly analyze data to create corrective instruction plans to target Tier 2 and 3 students during class time.	Complete 10/18/2017	Casandra Cherry	06/01/2018
<i>Notes:</i>				
1/2/17	Teachers will participate in on-going professional development as a means to implement a multi-tiered system of support with fidelity.	Complete 05/22/2018	Jennifer O'Meara	06/08/2018
<i>Notes:</i>				
3/28/17	Teachers will monitor student growth through the implementation of the assessment cycle (Instruct-Assess-Reteach-Reasses)	Complete 05/22/2018	Jennifer O'Meara	06/21/2018
<i>Notes:</i>				
9/27/18	ELA, Social Studies, and EC teachers will implement HillRAP, for selected students, and Achieve3000, for all students, to monitor and grow student lexile levels.		Pamela Harrison	12/15/2018
<i>Notes:</i> Note: Teachers will use multiple data points to determine which students receive which supports, including subgroup data, HillRAP assessments, EOG scores, benchmark/CFA scores, and Achieve3000 initial level set lexile level.				
11/5/17	The POWER Subcommittee designs and implements a version of POWER for Phillips Middle School during which time students engage in remediation of yet-to-be mastered skills and standards, enrichment, and social-emotional supports, as needed.		Jaime Axthelm	12/20/2018
<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
<i>Initial Assessment:</i>		Students participate in character education classes and small group sessions that touch on friendship building, anger management, self-esteem and conflict resolution through a comprehensive counseling program. The PBIS program motivates students to continuously strive to meet school wide expectations and promotes the improvement of basic social skills. Students establish caring and respectful relationships as and develop conflict resolution skills. Teachers are encouraged to use PBIS social skill lessons and reteach the school wide expectation matrix. Visuals are posted throughout the building that reflect these expectations.	Limited Development 04/13/2016		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> 1. Implementation of PBIS by all staff members 2. An MTSS plan and team will be established. 3. MTSS team will meet monthly with students who fall into Tier 2 and 3. 4. Students participate in an advisory period focused on social-emotional learning for all students with a trusted adult. 5. Student leaders create a Restorative Justice Center in which they facilitate conflict resolution and social-emotional learning for their peers. Administration collaborates with student leaders to leverage this program when receiving referrals. 6. All teachers apply trauma-informed best practices on a daily basis. 		Angela Jones	06/01/2019
Actions			4 of 6 (67%)		
	11/8/17	The Student Support Team creates and implements a school-wide anti-bullying plan	Complete 08/25/2017	Angela Jones	09/22/2017
<i>Notes:</i>					

1/2/17	The PBIS Team will meet monthly to analyze student behavior data, identify trends, and implement programs to address trends.	Complete 03/01/2018	Angela Jones	06/01/2018		
<i>Notes:</i>						
3/28/17	The School Counselor will partner with the Student Support Team to identify students in need of interventions and will inform staff the interventions.	Complete 12/14/2017	Angela Jones	06/05/2018		
<i>Notes:</i>						
9/25/18	Create a Resilience Team to develop plans to become a trauma-informed school.	Complete 09/26/2018	Pamela Harrison	10/01/2018		
<i>Notes:</i> Same as SIT						
11/5/17	Create and implement a plan for daily advisory time. (1. Students meet with a caring adult and deepen social-emotional skills, learn design thinking, engage in goal-setting, and develop an understanding of resilience. 2. Students create and contribute to a Case Study of Self)		Jennifer O'Meara	01/12/2019		
<i>Notes:</i>						
11/5/17	Teachers attend trauma-informed schools professional development through the Resilience and Teaching Project with NC Public School Forum so that they can implement trauma-informed practices in the classroom daily.		Jennifer O'Meara	02/15/2019		
<i>Notes:</i>						
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>		Fifth grade students from Coker-Wimberly Elementary visit Phillips Middle School in the spring to learn about the school. Administration and Student Services staff visit Coker-Wimberly to talk with fifth grade students and identify individual student enhancement preferences. Eighth grade students from Phillips Middle visit North Edgecombe High School in the spring to learn about the school.		Limited Development 11/05/2017		

	Administration and Student Services staff visit from North Edgecombe High School visit Phillips Middle School to talk with eighth grade students and register them for courses.			
How it will look when fully met:	<p>1. Phillips has an explicitly stated transition plan for each grade level. All teachers will be able to articulate the plan.</p> <p>2. Fifth grade students tour Phillips Middle School in the spring and each fifth grade student shadows a sixth grader for half of the day.</p> <p>3. Phillips implements a Sixth Grade Academy for three days prior to the start of the school year, during which time students are taught school-wide expectations, learn the differences between elementary and middle school from their peers and practice school routines. Parents attend on day one to learn alongside their students. The Sixth Grade Academy is evaluated and improved each year.</p> <p>4. All students participate in a transition week at the beginning of the school year, during which time they learn about the expectations and demands for their new grade level and practice routines.</p> <p>5. All Phillips 8th graders will create a Case Study of Self, that includes a high school plan of action. To help them create their plans, all 8th grade scholars will participate in lessons on GPA, high school courses, and other information about high school. They will have the opportunity to interview and learn from high schoolers.</p>		Pamela Harrison	05/24/2019
Actions		3 of 6 (50%)		
11/5/17	Create a Phillips Middle School Transition Plan	Complete 04/25/2018	Pamela Harrison	04/25/2018
	<i>Notes:</i>			
11/5/17	Partner with North Edgecombe High School to successfully transition rising 9th graders to high school.	Complete 04/13/2018	Angela Jones	06/01/2018
	<i>Notes:</i>			

11/5/17	Implement the Phillips Transition Plan for rising 6th graders in collaboration with Coker-Wimberly Elementary School.	Complete 05/04/2018	Pamela Harrison	08/20/2018	
<i>Notes:</i>					
9/25/18	Phillips scholars create a Case Study of Self, which includes a high school plan of action.		Hillary Braden	06/01/2019	
<i>Notes:</i> This Case Study of Self includes: -Identifying strengths -Identifying passions -Setting long-term goals (By the time I am 25...) -Creating specific plans to reach goals -Developing a high school plan of action (This will require students to engage in homeroom lessons on what a GPA is, how it is calculated, and what courses they must take in high school in order to achieve their future goals.)					
10/23/18	All Phillips 8th grade scholars will participate in lessons on high school (GPA, courses, tests, etc).		Pamela Harrison	06/01/2019	
<i>Notes:</i>					
11/12/18	Administration will collaborate with other middle school principals to design a Middle School Bridge Project that will prepare students for the transition to high school and life beyond graduation.		Jennifer O'Meara	06/01/2019	
<i>Notes:</i>					
	A4.20	All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Phillips Middle is currently in the planning phase with Coker-Wimberly Elementary and North Edgecombe High School to develop a PK-25 plan for students to develop a Case Study of Self with teachers. In the Case Study of Self, students will articulate their personal aspirations and connect their learning to the pursuit of these aspirations. Phillips also is in the planning phase of developing Personalized Learning Plans with high-need scholars, in which scholars will monitor their own learning and growth.	No Development 10/23/2018		

How it will look when fully met:	<ol style="list-style-type: none"> 1. All scholars will have a Case Study of Self. 2. All scholars will be able to articulate their personal aspirations and connect their learning to the pursuit of these aspirations. 3. Teachers will design Project Based Learning units based on scholar aspirations. 4. All scholars will create a Plan of Action for how they will achieve their goals. Teachers and parents will collaborate with scholars to help them realize their dreams. 		Jessica Parker	04/30/2019
Actions		0 of 2 (0%)		
10/23/18	Develop framework for Case Study of Self and pilot it with at least twenty scholars.		Jessica Parker	02/15/2019
<i>Notes:</i>				
10/23/18	Implement Personalized Learning Plans with students who are at risk of failing classes after Quarter 1.		Jessica Parker	12/20/2019
<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
Initial Assessment:		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Limited Development 11/08/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Objective Met 09/25/18	Shawna Andrews	06/08/2018
Actions					
	11/8/17	District Improvement Team meets to provide feedback to schools.	Complete 06/08/2018	Shawna Andrews	06/08/2018
<i>Notes:</i>					
Implementation:			09/25/2018		
	Evidence	9/25/2018 -CISS team strategic improvement plan -ECPS Teaching and Learning Model			
	Experience	9/25/2018 The district has created a support team that monitors instruction, provides coaching, and supports the continued improvement of schools.			
	Sustainability	9/25/2018 The district will continue to provide feedback and coaching, participate in school improvement activities, and collaborate with schools to take actions towards the district vision.			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The team has a schedule in place to ensure the School Improvement Team meets twice monthly to review and evaluate the implementation of effective practices. Three parent representatives have been invited to join the team.	Limited Development 05/27/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		

How it will look when fully met:	1 Team will meet bi-monthly to revisit and manage the goals of the SIP. An agenda will be present for each meeting. 2. Team is currently inviting three parent representatives to be present at the team meetings.	Objective Met 09/25/18	Pamela Harrison	06/08/2018
Actions				
2/28/17	Create a meeting schedule to reflect 2 monthly school leadership meetings.	Complete 08/31/2017	Jennifer O'Meara	08/31/2017
<i>Notes:</i> An agenda of the bi-monthly meeting will be created and uploaded as evidence of completion. Parent representative will be present at the meeting by agenda notes where attendance is documented.				
3/28/17	Recruit three parents for School Improvement Team meetings.	Complete 11/08/2017	Jennifer O'Meara	11/13/2017
<i>Notes:</i>				
3/28/17	Agendas and minutes will be created in Indistar for all meetings.	Complete 06/01/2018	Pamela Harrison	06/01/2018
<i>Notes:</i>				
Implementation:		09/25/2018		
Evidence	9/25/2018 Agendas & Minutes in Indistar			
Experience	9/25/2018 The School Improvement team meets bimonthly. The SIT chair creates agendas and facilitates meetings.			
Sustainability	9/25/2018 The SIT will continue to meet monthly, with the chair developing agenda and facilitating meetings.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Phillips Middle has as a Leadership Team that includes the Principal, Counselor, Art teacher, Science teacher, ELA teacher, band teacher, Reach Associate, Multi-Classroom Leader	Limited Development 05/27/2016		

	<p>and Math teacher. An agenda is used to structure discussion and minutes to capture team decisions and action steps. During these meetings information is discussed concerning the school environment and disciplinary actions, events held at the school, and budget concerns. The team meets for an hour twice a month, with a schedule in place for the entire year.</p> <p>A content specific PLC structure has been established at Phillips Middle. A member of the Instructional Leadership Team is present at each PLC to ensure focused discussion. Our goal is to develop PLCs such that they can self-facilitate according to Phillips' DDI Calendar. PLCs meet once per week for 45-60 minutes and maintain agendas and minutes in the Phillips Team Drive. Half days have also been committed for teams to analyze data together and create action plans. The math, ELA and enhancement PLCs have created mission and vision statements and team norms.</p> <p>Phillips Middle has a PBIS and SSMT/PST Team comprised of the principal, counselor, social worker, teachers, and parents. The team meets to analyze students ODR's and their impact on academics as well as to create action plans.</p> <p>The Phillips Middle School counselor has created a Community Advisory Board comprised of the Principal, Counselor, teachers and community members. The Community Advisory Board Committee looks at the needs of the schools as a whole school and family community connections. The board has not yet met this school year.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>Team structures will be captured in a document that all Phillips team members can access. The Leadership Team will meet twice per month to critically assess our progress as a school and hold each leader accountable to action steps for continuous improvement. Teams will self-facilitate, capturing decisions in minutes on their own. Teams will refer back to their norms and mission and vision statements before, during and after their</p>		<p>Jessica Parker</p>	<p>06/01/2019</p>

	meetings. The Community Advisory Board will meet three times per year. Professional Learning Communities will meet weekly. Grade level teams will meet monthly. The PBIS team and Culture Committee will also meet monthly.			
Actions		4 of 5 (80%)		
11/6/17	The PBIS Team and SSMT meet regularly.	Complete 03/02/2018	Lashaun Jenkins	04/06/2018
	<i>Notes:</i> Team Members: -Angela Jones -Katelyn Capps -Phyllis Mangum -Neka Duckett-Randolph -Raven Cole -Jennifer O'Meara -Lashaun Jenkins			
11/6/17	The Leadership Team meets twice per month and captures minutes in Indistar.	Complete 02/23/2018	Lashaun Jenkins	06/01/2018
	<i>Notes:</i>			
11/8/17	The Instructional Leadership Team meets to analyze school-wide data and review coaching tracker to align coaching and make decisions on school-wide PD.	Complete 03/02/2018	Lashaun Jenkins	06/08/2018
	<i>Notes:</i>			
11/8/17	PLCs meet weekly to analyze data and create corrective instruction plans.	Complete 03/02/2018	Lashaun Jenkins	06/08/2018
	<i>Notes:</i>			
10/23/18	Grade level teams will meet monthly to review grade-level data, identify problems, and create solutions. Teams will target and create plans for subgroups performing significantly below other subgroups. Teams will also develop Personalized Learning Plans for high-need students.		Jessica Parker	06/01/2019
	<i>Notes:</i>			
Implementation:		10/23/2018		
Evidence	3/28/2018			

<i>Experience</i>	3/28/2018			
<i>Sustainability</i>	3/28/2018			

Core Function:	Dimension B - Leadership Capacity			
-----------------------	--	--	--	--

Effective Practice:	Monitoring instruction in school			
----------------------------	---	--	--	--

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	<p>An Instructional Leadership Team (ILT) has been established and uses the Phillips Coaching Plan. Opportunity Culture and ROppportunity Culture and Restart have allowed Phillips to create positions for the ILT, including the Multi-Classroom Leader and Assistant Principal. The team meets weekly to align coaching by conducting walkthroughs together and discussing possible bite-sized action steps they would coach a teacher on. Every core teacher is observed once per week and receives coaching the same week. All other teachers receive coaching on an as-needed basis and through formal evaluations.</p>		Limited Development 04/26/2016		
----------------------------	---	--	-----------------------------------	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
--	-------------------	----------------------	----------------	--	--

How it will look when fully met:	<p>Every teacher understands the coaching cycle used at Phillips Middle School and is coached on a weekly basis. All teachers are able to be coached due to the leveraging of Opportunity Culture and Restart flexibility; positions have been revised or created to increase the instructional leadership capacity in the school (example: ELA Multi-Classroom Leader, a Dean of Culture and a Director of Operations). Teachers post their weekly goals at their doors and each teacher conducts a learning walk in another teacher's classroom on a weekly basis.</p>			Jennifer O'Meara	06/01/2019
---	--	--	--	------------------	------------

Actions			2 of 4 (50%)		
----------------	--	--	---------------------	--	--

	4/26/16	The principal will monitor teacher PDPs and provide individualized supports, in collaboration with the ILT, for teachers to quickly achieve their professional goals.	Complete 06/01/2018	Jennifer O'Meara	06/01/2018
--	---------	---	---------------------	------------------	------------

<i>Notes:</i>				
1/3/17	Principal and/or ILC member will participate in ELA, Math and 8th grade Science professional learning communities weekly to provide feedback and assistance as needed.	Complete 06/08/2018	Jennifer O'Meara	06/08/2018
<i>Notes:</i>				
1/3/17	The principal will conduct formal evaluations as necessary to provide feedback to all teachers.		Jennifer O'Meara	01/08/2019
<i>Notes:</i>				
4/26/16	Every Core Teacher participates in a coaching cycle weekly.		Jennifer O'Meara	06/08/2019
<i>Notes:</i>				
Implementation:		09/25/2018		
Evidence	9/25/2018 -Coaching plan & tracker -PLC agendas & minutes			
Experience	9/25/2018 Teams have been created. They meet weekly in PLCs. Additionally, a coaching structure is being implemented.			
Sustainability	9/25/2018 The following must continue: (1) monitoring of PLCs, (2) training of staff during weekly PLCs, and (3) continued coaching for all teachers			

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
Initial Assessment:		Last year, one of Philips' goals was Data Driven Instruction. The team continues to emphasize DDI, using a DDI calendar and ensuring all PLCs are focused on implementing and improving DDI. The leadership team will meet to review	Limited Development 05/26/2016		

	<p>disaggregated school-wide data in October 2018.</p> <p>Currently the leadership team does not disaggregate data by ethnicity, gender, income special education, bilingual, 504 plans, homeless and migrants to determine professional development needs on a regular basis.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
How it will look when fully met:	<p>Professional Learning Communities (PLCs) will meet regularly to disaggregate student data and use the data to make decisions that will impact student achievement. Teachers will share student work samples and lesson plans with their PLC members to receive constructive feedback in order to develop rigorous lessons, plan for differentiation based on student needs, and assign authentic work. A culture of high expectations will be embraced by staff, students, and parents. A collaborative and coaching culture will result in the quality of teaching and learning increasing and lessons being differentiated to meet the needs of individual students.</p> <p>A Professional Development plan will be adjusted as the Leadership Team analyzes school-wide data.</p>		Casandra Cherry	05/24/2019
Actions		6 of 8 (75%)		
5/22/18	The school will provide teams of teacher "data days" by paying for a substitute teacher for them so that they can disaggregate and analyze benchmark/mock EOG data and create Corrective Instruction Action Plans.	Complete 03/01/2018	Jennifer O'Meara	03/01/2018
<i>Notes:</i>				
1/3/17	Phillips Middle School leadership team will conducted a Needs Assessment survey to all staff members to gain feedback on teacher professional development needs to gather information on areas of focus for professional development.	Complete 09/13/2017	Jennifer O'Meara	03/01/2018
<i>Notes:</i>				
9/14/16	Teachers will administer Common Formative Assessment (CFAs) in ELA, Math, and 8th grade Science.	Complete 05/11/2018	Jennifer O'Meara	05/12/2018

<i>Notes:</i>				
9/14/16	District Benchmarks will be administered to students according to the local testing calendar.	Complete 05/11/2018	Jennifer O'Meara	05/12/2018
<i>Notes:</i> Teachers will disaggregate data from the benchmarks during PLCs and data days. Individual student plans will be created to meet the needs of students.				
9/14/16	Professional Learning Communities (PLCs) will meet weekly to disaggregate assessment data and share student work samples. Plans will be created to meet the needs of individual students.	Complete 05/18/2018	Jennifer O'Meara	05/19/2018
<i>Notes:</i>				
1/3/17	Phillips Middle School will capitalize on teacher strengths to offer teacher leaders opportunities to lead professional development. Teachers will gain knowledge on best practices and share strategies on what works well through professional experiences.	Complete 01/24/2018	Jennifer O'Meara	06/08/2018
<i>Notes:</i>				
5/22/18	The Instructional Leadership Team will review schoolwide classroom observation data and adjust the professional development calendar, as needed.		Jennifer O'Meara	11/15/2018
<i>Notes:</i>				
9/27/18	The SIT, all PLCs & the ILT, will disaggregate data by ethnicity, gender, income special education, bilingual, 504 plans, homeless and migrants to determine professional development needs.		Pamela Harrison	03/01/2019
<i>Notes:</i>				
Implementation:		05/22/2018		
Evidence	5/22/2018			
Experience	5/22/2018			
Sustainability	5/22/2018			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Phillips Middle School is in year one of Opportunity Culture, which extends the reach of excellent teachers and their teams to more students, for more pay, within budget. Teachers gain time to plan and collaborate, everyone gets more support, and students get personalized, high-standards instruction. Phillips Middle currently has three OC positions: a Multi-Classroom Leader, an Extended Impact Teacher and a Reach Associate. Opportunity Culture is leveraged to recruit and retain excellent teachers.</p> <p>In addition, Phillips is continuing the following from 2016-2017: the system recognizes the employee of the month. There is criteria for to be selected: demonstrates excellence in performance (going above and beyond job responsibilities), has performed a distinguished deed, excels as a team player, makes a difference to ECPS and/or the school community, practices innovative problem solving, and serves as a role model for advancing the goals and mission of ECPS. Staff are evaluated using the NC Teacher evaluation tool and the district made classified evaluations. ECPS has partnered with Teach For America in which a partnership has been made to recruit students. Also, administrative staff have access to the TeacherMatch data base to look for quality candidates.</p>	Limited Development 05/20/2016			
<i>How it will look when fully met:</i>	<ol style="list-style-type: none"> 1. All teachers will receive weekly support and coaching. As a result, teachers will get better faster. 2. Excellent teachers will have the opportunity to expand their impact in OC roles. 3. Teachers will be included in the interview process. 4. Team members are regularly celebrated through weekly shout outs and recognition of Employee of the Month 		Jennifer O'Meara	06/08/2020	

	5. All new teachers will have a mentor and a coach.			
Actions		9 of 10 (90%)		
1/3/17	Teachers will be rewarded monthly with a dress down day for perfect attendance for the month.	Complete 06/08/2017	Angela Jones	06/08/2017
	<i>Notes:</i>			
5/22/18	Teachers who are new to Phillips Middle will receive an Innovation Zone Signing Bonus.	Complete 08/25/2017	Jennifer O'Meara	08/25/2017
	<i>Notes:</i>			
1/3/17	Beginning teachers will participate in New Teacher Orientation the week prior to the first day of teachers returning to school. These sessions will help to provide support on district and school initiatives already in place. New teachers will be introduced to assigned mentors during these meetings.	Complete 09/01/2017	Kelly Jones	09/01/2017
	<i>Notes:</i>			
5/22/18	All core teachers will receive weekly observations and coaching in a continuous improvement cycle.	Complete 09/29/2017	Jennifer O'Meara	09/30/2017
	<i>Notes:</i> The coaching plan will be updated yearly.			
11/6/17	Create a Teacher Culture Plan with benchmarks to measure school climate (ex: in-house TWCS).	Complete 12/15/2017	Lashaun Jenkins	12/15/2017
	<i>Notes:</i>			
5/22/18	An Opportunity Culture three year plan will be created, implemented, and regularly evvaluatedin order to recruit and retain excellent teachers.	Complete 01/30/2018	Jennifer O'Meara	01/30/2018
	<i>Notes:</i>			
11/6/17	Create an Oppportunity Culture Redesign team..	Complete 02/01/2018	Jennifer O'Meara	02/01/2018
	<i>Notes:</i>			
11/6/17	Celebrate teachers on a regular basis with shout-outs, employee of the month, and other culture plan moments.	Complete 05/25/2018	Lashaun Jenkins	06/01/2018
	<i>Notes:</i>			
1/3/17	Beginning teachers will meet weekly with designated mentors to receive support in creating environments that display effective	Complete 02/01/2018	Jaime Axthelm	06/08/2018

	classroom management, effective instructional practices and continuous learning opportunities for students. Feedback will be directly related to classroom observations.			
<i>Notes:</i>				
5/22/18	A procedure for team interviews will be created with the School Improvement Team. The procedure will include questions for interviews, critical competencies that interviewers must look for in potential candidates, and a protocol for who participates in interviews. The team will also consider a protocol for potential candidates to teach a mini-lesson at Phillips.		Jennifer O'Meara	03/01/2019
<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
<i>Initial Assessment:</i>		Phillips hosted a successful Open House, with over 90 families visiting. Students do weekly Connect Ed Messages to parents notifying them of upcoming school events and resources available. A parent resource center has been structured, but its use has not been maximized. Tutoring is offered before school daily and after school on scheduled days or by appointments and parents have been encouraged to have students present for tutoring. Resources have been communicated to parents through email, progress reports and individual phone calls. Schoolnet training and parent portal training was offered at the beginning of the school year which provided parents with an array of resources to use throughout the school year. Phillips Middle School has a highly active Parent-Teacher Organization that meets monthly. We have hosted three community beautification days this school year, with nearly 50 volunteers at the second. Phillips is currently using Remind to contact parents, with a weekly ConnectEd and Remind message sent home to parents with updates and announcements. We also implemented Possip	Limited Development 05/26/2016		

	to conduct a weekly "temperature check" with parents and families. Parents also use Possip to provide ongoing feedback to the school.			
How it will look when fully met:	<ol style="list-style-type: none"> 1. Weekly Connect Ed Messages to inform parents of upcoming events and resources. 2. Open the Parent Resource Center with extended hours. 3. Parents are trained on parent portal so they can view their student grades regularly. 4. Form partnerships with faith based community to successfully All Pro Dads and other programs. 5. Embrace the Latin@ Culture by educating the student body through Hispanic Heritage Month and other programs. 6. Invite community members to speak during I/E and POWER (once implemented) 7. Host Phillips Family night each report card cycle 8. Create and implement a Home Visit plan and protocol to visit every student's home by June 2018. 9. Implement Home Visit plan for new 6th grade cohort in in 2018-2019 school year. 		Angela Jones	04/19/2019
Actions		9 of 11 (82%)		
11/8/17	Host Phillips Family night after each report card cycle	Complete 02/06/2018	Angela Jones	03/15/2018
	<i>Notes:</i> Note: This occurred only after the second and third quarters: Feb 6 & Apr 11			
11/6/17	Phillips will host three community service days to beautify our campus.	Complete 03/02/2018	Jennifer O'Meara	06/01/2018
	<i>Notes:</i> First event: August 2017 - 25 volunteers Second event: November 2017 - 48 volunteers			

	Third event: February 2018 Fourth event: April 2018			
11/8/17	Host EOG night where families learn how they can help their students prepare for EOGs	Complete 05/22/2018	Angela Jones	06/01/2018
	<i>Notes:</i>			
11/8/17	Host Parent-Teacher Organization meetings and partner with PTO to provide more experiences for students.	Complete 11/07/2017	Angela Jones	06/01/2018
	<i>Notes:</i>			
1/3/17	School Connect Ed's will communicate updates and important information to parents at least twice per month.	Complete 05/22/2018	Jennifer O'Meara	06/08/2018
	<i>Notes:</i>			
1/3/17	Facebook, Instagram, Twitter and the school webpage will be updated weekly to communicate to the community updates on student events and other news happening at the school.	Complete 05/22/2018	Jaime Axthelm	06/08/2018
	<i>Notes:</i>			
1/3/17	Administration and/or teacher rep will attend monthly PTO meetings to communicate updates and needs of the school.	Complete 01/17/2018	Angela Jones	06/08/2018
	<i>Notes:</i>			
11/8/17	Create a Home Visit plan and protocol to visit every student's home.	Complete 08/29/2018	Jennifer O'Meara	08/01/2018
	<i>Notes:</i>			
11/8/17	Communicate and implement Home Visit plan and protocol to visit every student's home by June 2018.	Complete 09/19/2018	Jennifer O'Meara	08/15/2018
	<i>Notes:</i>			
9/27/18	Teachers contact at least 6 parents per week via Remind, phone, or in person.		Brady Buchanan	12/20/2018
	<i>Notes:</i>			
11/8/17	Implement home visit plan so that the home of every scholar is visited by two staff members.		Jennifer O'Meara	04/18/2019
	<i>Notes:</i>			

