Comprehensive Progress Report

Mission: Perquimans County Middle School is committed to educating, inspiring, and creating lifelong learners and leaders.

Vision:

Goals:

   All students will make at least one year's growth in reading in one year's time.

   All students will make at least one year's growth in math in one year's time.

📊 Activity in the last 1 months

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:	**Curriculum and instructional alignment**			
A2.22	**All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers are beginning to utilize i-Ready, Accelerated Reader and Vocabulary.com as instructional tools to provide for and monitor rich reading, writing, memorization, and vocabulary development.	Limited Development 10/29/2018		
How it will look when fully met:	All teachers are utilizing the following instructional tools (as appropriate for their content area) i-Ready, Accelerated Reader, and Vocabulary.com to provide and monitor rich reading, writing, memorization, and vocabulary development.		**Julie Roberts**	**05/13/2019**
Actions		0 of 2 (0%)		
10/29/18	Provide ongoing professional development in PLCs for teachers to learn how to utilize the tools as well as to monitor data.		Julie Roberts	05/13/2019
Notes:	PLC notes will serve as evidence for this action.			

	10/29/18	Provide recognition for students who are meeting instructional goals with the tools: AR Point Club recognition, leader boards for Vocabulary.com, and incentives for meeting grade level i-Ready goals.		Julie Roberts	05/13/2019
	Notes:	Pictures of student recognitions will serve as evidence for this action.			

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	**Data analysis and instructional planning**				
A3.08	**Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers are beginning to utilize data from i-Ready and Accelerated Reader to provide students and parents with data regarding students' performance and progress.		Limited Development 10/29/2018		
How it will look when fully met:	Reading and math teachers will utilize data from i-Ready and Accelerated Reader to conduct data chats with students, providing them and their parents with data about their performance, goal setting, and progress.			**Julie Roberts**	**05/13/2019**
Actions			0 of 2 (0%)		
	10/29/18	Provide professional development for teachers on how to conduct data chats.		Julie Roberts	05/13/2019
	Notes:	PLC notes will serve as evidence for this action.			
	10/29/18	Reading and math teachers will utilize data from i-Ready and Accelerated Reader to conduct data chats with students, providing them and their parents with data regarding their performance, goal setting, and progress.		Julie Roberts	05/13/2019
	Notes:	Scanned copies of completed data chat sheets for reading and math will serve as evidence for this action.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
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:	We are currently using materials from the Positive Action grant with all grades. The guidance counselor sees students upon student, teacher, administrator, and/or parent request as need.	Limited Development 10/09/2017		
How it will look when fully met:	We have a referral process system for guidance. The guidance counselor leads professional development for staff quarterly. The SPACE coordinator uses curriculum from Positive Action Grant to assist students in social/emotional growth and decision making, so that they practice acceptable classroom expectations. We use outside resources to support students' emotional well being. Additionally, we will use a check in-check out mentoring program in which students who need additional support will select a mentor on the PCMS staff to check in and check out with daily.		**Bonita Williams**	**05/13/2019**
Actions		**0 of 4 (0%)**		
	10/29/18 The guidance counselor leads quarterly professional development for staff.		Bonita Williams	05/13/2019
	Notes: PLC notes and documents from the professional development provided will serve as evidence for this action.			
	10/29/18 The SPACE coordinator uses curriculum from Positive Action Grant and other supplemental materials to assist students in social/emotional growth and decision making, so that they practice acceptable classroom expectations.		Joel Brown	05/13/2019
	Notes: A spreadsheet will be used to document usage of the Positive Action curriculum and other supplemental materials with students.			
	10/29/18 Use district mental health specialists and outside resources to support students' emotional well being.		Bonita Williams	05/13/2019

Notes: A spreadsheet of services utilized can serve as evidence for this action.			
10/29/18 Use a PBIS check in-check out mentoring program in which students who need additional behavioral support will select a mentor on the PCMS staff to check in and check out with daily.		Joel Brown	05/13/2019
Notes: A sample of the student/mentor check in-check out log will serve as evidence for this action.			