

Accountability and School Improvement Plan

2017-2018

for

Coastal Middle School
Savannah-Chatham County Public Schools

Allison Schuster Jones, *Principal*

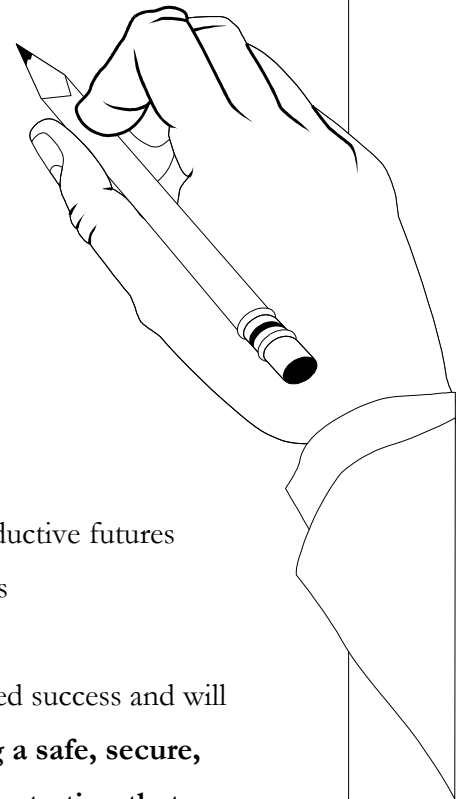
M. Ann Levett, Ed.D., *Superintendent of Schools*

Submitted – August 3, 2017

Revised - NA



I. Principal's Message



July 21, 2017

Dear Stakeholders:

Our school is engaging in an ambitious school improvement planning process this year to support our district's vision and mission which are stated below:

Vision: From school to the world: **All** students prepared for productive futures

Mission: To ignite a passion for learning and teaching at high levels

Our School Accountability Plan will serve as our road map for continued success and will focus on: **the continuous growth of student achievement; ensuring a safe, secure, and disciplined learning environment for our students; and demonstrating that parents, business, and community members are actively engaged in the educational process.** This plan will be supported by research-based strategies.

Because we value your input and support, we invite you to join us as we work to ensure that our vision and mission are attained.

Sincerely,

Allison Schuster Jones, *Principal*

II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, the school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school’s progress and tells “the story behind the numbers.”

<u>Name</u>	<u>Title/Position</u>
Latashia Thomas	Assistant Principal & IB Coordinator
Jennifer Ray	6 th Grade Chairperson
Faria Singleton	7 th Grade Chairperson
Benjamin Parker	8 th Grade Chairperson
Alicia Harvey	Connections Department Chair
Lisa McCluskey	ELA Department Chair
Michelle Santiago	Mathematics Department Chair
Salli Eve	Humanities Department Chair
Mary Axelsson	Science Department Chair
Elizabeth Colson	World Language Department Chair
School Council TBD	Parent & School Council President
Kathy Restel	Parent & PTSA President
Carter Eubank	Business Partner
Allison Schuster Jones	Principal

III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<input checked="" type="checkbox"/> School Demographics (gender, race, poverty rate, etc.)	<input type="checkbox"/> Advanced Placement Exam Enrollment and Results	<input checked="" type="checkbox"/> Incidents of Physical Violence
<input checked="" type="checkbox"/> SWD Data	<input checked="" type="checkbox"/> HiQ Percentage	<input type="checkbox"/> Incidents of Possession of Firearms in School
<input type="checkbox"/> ITBS Data	<input checked="" type="checkbox"/> Percent Staffed by Certified Teachers	<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> 3rd grade Writing Assessment	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus
<input type="checkbox"/> 5 th Grade Writing Assessment	<input checked="" type="checkbox"/> Teacher Survey	<input checked="" type="checkbox"/> Hearing Office Data
<input type="checkbox"/> 8 th Grade Writing Assessment	<input checked="" type="checkbox"/> Parent Survey	<input checked="" type="checkbox"/> Incidents of Out-of-School Suspensions
<input checked="" type="checkbox"/> GMAS Data	<input type="checkbox"/> Student Survey	<input checked="" type="checkbox"/> Incidents of In-School Suspensions
<input checked="" type="checkbox"/> SRI Data	<input checked="" type="checkbox"/> SACS/CASI	<input type="checkbox"/> Incidents of Expulsions
<input checked="" type="checkbox"/> MAP Data	<input checked="" type="checkbox"/> CCRPI Data	<input type="checkbox"/> Incidents of permanent Expulsion
<input type="checkbox"/> Dibels Data	<input checked="" type="checkbox"/> Quarterly Assessment Data	
<input type="checkbox"/> GKAP-R	<input checked="" type="checkbox"/> Disproportional Data	
<input type="checkbox"/> GHSWT – First Time Pass Rate		

<input checked="" type="checkbox"/> EOCT Data (3-years) <input checked="" type="checkbox"/> Gifted Programs Data <input type="checkbox"/> SAT Participation and Results <input type="checkbox"/> ACT Participation and Results <input type="checkbox"/> PSAT Participation and Results <input checked="" type="checkbox"/> IB Programs Data <input type="checkbox"/> Post Secondary Enrollment Report <input type="checkbox"/> Dual Enrollment Class Results and Enrollment <input checked="" type="checkbox"/> Promotion/Retention Data <input type="checkbox"/> Governor's Honors Program <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input type="checkbox"/> Dropout Rate (3-Years) <input type="checkbox"/> Cohort Graduation Rate (3-Years)	<input checked="" type="checkbox"/> PowerSchool Database Data Accountability and Assessment website <input checked="" type="checkbox"/> Grade Distribution Report	<p>Other</p> <input type="checkbox"/> Parent Involvement Data <input type="checkbox"/> 21 st Century Program Data <input type="checkbox"/> Change in Principal Audit Results <input type="checkbox"/> INSERT other applicable data source
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IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

GOAL 1.	GOAL: Increase the number of students performing in the Proficient or Distinguished range on the ELA section of the GMAS from 48% in 2017 to 50% in 2018. RATIONALE: Our goal is for all students to become proficient readers and writers. For the last three years we have consistently had 48% of our students score as proficient or distinguished.
GOAL 2.	GOAL: Increase the number of students performing in the Proficient or Distinguished range on the math sections of the GMAS from 41% in 2017 to 43% in 2018. RATIONALE: While we have many students scoring very well on the GMAS, we believe all should be scoring in the proficient range.
GOAL 3.	GOAL: The percentage of 6 th grade students performing below the district's minimum Lexile score of 853 in the fall for reading as measured by the MAP assessment compared to the spring MAP assessment will decrease by 20%. RATIONALE: Each year the percentage of 6 th grade students scoring in the "Basic" range varies greatly due to circumstances out of our control. What we can control is the percentage of students who show significant progress from fall to spring.
GOAL 4.	GOAL: The percentage of 7 th grade students performing below the district's minimum RIT score of 221 on the fall MAP assessment compared to the spring MAP assessment will decrease by 20%. RATIONALE: While we wish to remediate at the lowest level, 6 th grade, so that students may be successful with the 6 th , 7 th and 8 th grade curriculum, the math department feels it is wiser to focus on 7 th grade students since we have had a year of experience trying interventions with each.

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

GOAL 1.	GOAL: To increase the number of staff members trained in Mindset 2 from 6 to at least 7. RATIONALE: A limited number of staff members need to be trained in Mindset II.
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GOAL 2.	GOAL: The school will complete the first full year of implementation, as recognized by the GaDOE of PBIS (Positive Behavior Intervention Systems) to acknowledge students who demonstrate appropriate behavior and work habits. Each team will increase the number of positive reward opportunities from 2 in 2016-2017 to at least 4 in 2017-2018. RATIONALE: During the 2014-2015 school year, there was not a focus on rewarding and reinforcing positive behavior.
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GOAL 3.	GOAL: To increase our Climate Start Rating from 4 stars in 2016-2017 to 5 stars in 2017-2018. RATIONALE: Our school last received 4 stars and was only a half point away from 5
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Focus Area (#3): Community Engagement

GOAL 1.	GOAL: To increase the number of parental feedback collection sessions and opportunities for involvement and input to at least 4. RATIONALE: In the past, parent meetings at the school were designed for the school to provide information to the parent. Opportunities are needed for parents and stakeholders to provide feedback and suggestions to the school.
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GOAL 2.	GOAL: To increase the number of published opportunities for parents to volunteer or participate in the school from 5 in 2016-2017 to at least 6 in 2017-2018. RATIONALE: Effective schools have opportunities for parents to participate.
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Focus Area (#4): Fiscal Responsibility

GOAL 1.	GOAL: RATIONALE:
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IV. Tier 2 Indicator (linked to Tier 1)

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:		<p>GOAL: Increase the number of students performing in the Proficient or Distinguished range on the ELA section of the GMAS from 48% in 2017 to 50% in 2018.</p> <p>RATIONALE: Our goal is for all students to become proficient readers and writers. For the last three years we have consistently had 48% of our students score as proficient or distinguished.</p>
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Redesign the REP Reading connection class into a Readers Workshop model 2. Reinstigate the Reading Campaign, requiring students to read 5 choice books a marking period. 3. Each teacher in connections, science and social studies classes will require students to independently read a content related passage at least once per week. Student comprehension will be assessed. 4. Students will be required to complete 3 Read Theory lessons per week. 		<ol style="list-style-type: none"> 1. Laura Robb book study 2. Design Monograph Series – 25 Book Campaign – Middle School 3. Collaborative sharing of resources
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> 1. Anchor charts, lesson plans, student work, MAP 2. Reading logs 3. Lesson plans, sample passages 4. Read Theory 		GMAS
Cost:	Timeline:	Person(s) Responsible:
<ol style="list-style-type: none"> 1. \$500 2. \$0 3. \$0 4. 0 	<ol style="list-style-type: none"> 1. September - May 2. August - May 3. August - April 4. August - April 	<ol style="list-style-type: none"> 1. REP Reading Teacher 2. ELA Teachers 3. SS, Science WL, Connections Teachers 4. ELA Teachers

IV. Tier 2 Indicator (linked to Tier 1)

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:		GOAL: Increase the number of students performing in the Proficient or Distinguished range on the math sections of the GMAS from 41% in 2017 to 43% in 2018. RATIONALE: While we have many students scoring very well on the GMAS, we believe all should be scoring in the proficient range.
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Create additional instructional time for mathematics by adding math teachers to 7th and 8th grade who will provide instruction to students for 110 additional minutes per week during World Language. 2. Require all students to complete 3 Moby Max lessons, or Kahn Academy Mappers lessons, per week. 3. Offer 6 REP Math connection classes per semester. 4. Target students for regular tutorial sessions. 		<ol style="list-style-type: none"> 1. Thrive, Mentoring 2. Moby Max Training for all math teachers
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> 1. Master Schedule, MAP Reports 2. Moby Max and Kahn Academy Reports 3. Master Schedule 4. Tutorial attendance sheets 		GMAS
Cost:	Timeline:	Person(s) Responsible:
<ol style="list-style-type: none"> 1. \$0 2. \$1000 3. \$500 4. \$0 	<ol style="list-style-type: none"> 1. August –May 2. August – April 3. August – May 4. August - April 	<ol style="list-style-type: none"> 1. Principal, Math Teachers 2. Math Teachers 3. Assistant Principal, REP Math Teacher 4. Assistant Principal

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>GOAL: The percentage of 6th grade students performing below the district’s minimum Lexile score of 853 in the fall for reading as measured by the MAP assessment compared to the spring MAP assessment will decrease by 20%.</p> <p>RATIONALE: Each year the percentage of 6th grade students scoring in the “Basic” range varies greatly due to circumstances out of our control. What we can control is the percentage of students who show significant progress from fall to spring.</p>	
Instructional Strategies:	Related Professional Learning Strategies:	
<ol style="list-style-type: none"> 1. Redesign the REP Reading connection class into a Readers Workshop model 2. Reinstitute the Reading Campaign, requiring students to read 5 choice books a marking period. 3. Each teacher in connections, science and social studies classes will require students to independently read a content related passage at least once per week. Student comprehension will be assessed. 4. Students will be required to complete 3 Read Theory lessons per week. 	<ol style="list-style-type: none"> 1. Laura Robb book study 2. Design Monograph Series – 25 Book Campaign – Middle School 3. Collaborative sharing of resources 	
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. Anchor charts, lesson plans, student work, MAP 2. Reading logs 3. Lesson plans, sample passages 4. Read Theory 	MAP Reading Assessment	
Cost:	Timeline:	Person(s) Responsible:
<ol style="list-style-type: none"> 1. \$0 2. \$1000 3. \$500 4. \$0 	<ol style="list-style-type: none"> 1. August –May 2. August – April 3. August – May 4. August - April 	<ol style="list-style-type: none"> 1. Principal, Math Teachers 2. Math Teachers 3. Assistant Principal, REP Math Teacher 4. Assistant Principal

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>GOAL: The percentage of 7th grade students performing below the district's minimum RIT score of 221 on the fall MAP assessment compared to the spring MAP assessment will decrease by 20%.</p> <p>RATIONALE: While we wish to remediate at the lowest level, 6th grade, so that students may be successful with the 6th, 7th and 8th grade curriculum, the math department feels it is wiser to focus on 7th grade students since we have had a year of experience trying interventions with each.</p>	
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Create additional instructional time for mathematics by adding a math teacher to 7th grade who will provide instruction to students for 100 additional minutes per week. 2. Require all students to complete 3 Moby Max lessons, or Kahn Academy Mappers lessons, per week. 3. Offer 2 7th grade REP Math connection classes per semester. 4. Target students for regular tutorial sessions. 		<ol style="list-style-type: none"> 1. Thrive, Mentoring 2. Moby Max Training for all math teachers
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> 1. Master Schedule, MAP Reports 2. Moby Max and Kahn Academy Reports 3. Master Schedule 4. Tutorial attendance sheets 		GMAS
Cost:	Timeline:	Person(s) Responsible:
5. \$0	5. August –May	5. Principal, Math Teachers
6. \$1000	6. August – April	6. Math Teachers
7. \$500	7. August – May	7. Assistant Principal, REP Math Teacher
8. \$0	8. August - April	8. Assistant Principal

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	GOAL: To increase the number of staff members trained in Mindset 2 from 6 to at least 7. RATIONALE: A limited number of staff members need to be trained in Mindset II.	
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Train all staff in Mindset 2. Identify staff to be trained in Mindset 2 3. Train staff in Mindset 2 4. Schedule brief refresher opportunities. 		<ol style="list-style-type: none"> 1. De-escalation training for all staff 2. Needs assessment 3. De-escalation 2 training 4. Hands-on refresher sessions.
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> 1. Sign-In Sheet, Assessments, Presentation 2. List of certified staff members 3. Schedule of refresher sessions 		Data: <ol style="list-style-type: none"> 1. List of trained staff members
Cost:	Timeline:	Person(s) Responsible:
1. \$0	1. September 2017	1. Counselor
2. \$0	2. September 2017	2. Principal and Assistant Principal
3. \$400	3. September – April 2017	3. Principal
4. \$0	4. November – April 2017	4. Principal

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>GOAL: The school will complete the first full year of implementation, as recognized by the GaDOE of PBIS (Positive Behavior Intervention Systems) to acknowledge students who demonstrate appropriate behavior and work habits. Each team will increase the number of positive reward opportunities from 2 in 2016-2017 to at least 4 in 2017-2018.</p> <p>RATIONALE: During the 2014-2015 school year, there was not a focus on rewarding and reinforcing positive behavior.</p>	
Strategies:		
<ol style="list-style-type: none"> 1. Establish a schedule for student recognition 2. Teach students expected behavior 3. Have teachers revisit and reinforce expectations daily 4. Implement system for tracking student conduct 5. Utilize SWIS to collect and analyze discipline data 	<ol style="list-style-type: none"> 1. PBIS Team Collaboration 	
Monitoring (Artifacts):		
<ol style="list-style-type: none"> 1. Schedule 2. Lesson Plans, Displays 3. Lesson Plans, Observation 4. System Reports 5. SWIS Reports 	CCRPI EBT #6 – Personalized Learning Climate	
Cost:	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0 4. \$2,500 5. \$300 	<ol style="list-style-type: none"> 1. August – May 2. August – May 3. August – May 4. August 5. August – May 	<ol style="list-style-type: none"> 1. PBIS Team 2. PBIS Coach 3. PBIS Coach, Principal, AP 4. PBIS Leader 5. PBIS Data Analyst

V. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	GOAL: To increase our Climate Start Rating from 4 starts in 2016-2017 to 5 stars in 2017-2018. RATIONALE: Our school last received 4 stars and was only a half point away from 5	
Strategies:	Related Professional Learning Strategies:	
<ol style="list-style-type: none"> 1. Provide related classroom guidance lessons prior to administering the survey. 2. Have counselors administer the survey with explicit directions. 3. Develop and implement a process for existing students to welcome new students. 4. Have teachers analyze Student Health Survey 2 questions 11-14 and develop strategies to improve. 5. Develop and implement campaign to take pride in keeping the building in good condition. 	<ol style="list-style-type: none"> 1. Collaborative analysis of student survey questions and development of related guidance lessons. 3. Training for student welcoming committee. 4. PLC 	
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. Lesson plans 2. Survey schedule 3. Welcome plan 4. Strategies developed 5. Survey 	Student Health Survey 2 results	
Cost:	Timeline:	Person(s) Responsible:
1. 0	August - December	<ol style="list-style-type: none"> 1. Counselors 2.

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#3): Community Engagement

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	GOAL: To increase the number of parental feedback collection sessions and opportunities for involvement and input to at least 4. RATIONALE: In the past, parent meetings at the school were designed for the school to provide information to the parent. Opportunities are needed for parents and stakeholders to provide feedback and suggestions to the school.	
Instructional Strategies:	Related Professional Learning Strategies:	
<ol style="list-style-type: none"> Each teacher will invite parents to participate in at least one class or school activity. Connect local resources and leaders with classroom instruction through <i>Teach the Future</i>. Survey parents regularly Have Parent Class Meetings at the beginning of the school year. 	<ol style="list-style-type: none"> <i>Teach the Future</i> training for one teacher who will redeliver to faculty Training on Google forms None 	
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> Websites and communication Attendance at trainings, Volunteer log Survey results Parent Newsletter 	Data: Number of opportunities for parents to be involved in the school life and to provide input	
Cost:	Timeline:	Person(s) Responsible:
<ol style="list-style-type: none"> \$100 \$50 \$0 \$0 	<ol style="list-style-type: none"> August 2016 – May 2017 September 2016 – May 2017 July 2016 – May 2017 August 2017 	<ol style="list-style-type: none"> Principal, Teachers, PTSA Teacher Principal Principal, Teachers, PTSA

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#3): Community Engagement

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	GOAL: To increase the number of published opportunities for parents to volunteer or participate in the school from 3 in 2015-2016 to at least 5 in 2016-2017. RATIONALE: Feedback from parents indicates that they do not feel included in the instructional and classroom activities.	
Strategies:	Related Professional Learning Strategies:	
<ol style="list-style-type: none"> Parents will be encouraged to volunteer and participate in our “Seahawk Strut.” Parents will be encouraged to participate Project Beacon. Parents will be encouraged to attend our class meetings to learn more about each class. Each teacher will explicitly encourage parent participation in a class activity at least once a semester. 	<ol style="list-style-type: none"> Training for volunteers provided by the PTSA. None None Faculty meeting to share ideas. 	
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> List of volunteers Visitor Sign-In Sheet Sign-In Sheets Teacher Communication 	Data: Number of opportunities for parents to participate.	
Cost:	Timeline:	Person(s) Responsible:
<ol style="list-style-type: none"> \$0 \$50 \$0 \$0 	<ol style="list-style-type: none"> August – May 2018 May 2018 August 2017 August 2017 – May 2018 	<ol style="list-style-type: none"> PTSA. Teachers Principal Teachers

IV. Tier 2 Indicator *(continued)*

Focus Area (#4): **Fiscal Responsibility**

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through strategies with an emphasis on academic achievement.

Tier 2 Indicator	GOAL: To maintain the percentage of occurrences in which the purchasing card transactions are not reconciled from 0% in 2017–2018 to 0% in 2017-2018. RATIONALE: During the Change of Principal Follow-Up audit, purchasing cards were the only area which a high-risk incident was found.	
Instructional Strategies	Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Train a back-up for Purchasing Card Processes. 2. Set reoccurring reminders to ensure the purchasing card statements are reconciled each month. 3. Ensure processes are being followed by scheduling in-house mini audits. 	<ol style="list-style-type: none"> 1. A representative from accounts payable will conduct a one-on-one training session with the school secretary 2. Outlook training 3. NA 	
Monitoring	Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> 1. Observation 2. Outlook reminders 3. In-house audit notes 	Follow-Up Audit	
Funding Source/ Approximate Amount	Person(s) Responsible	
<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0 	<ol style="list-style-type: none"> 1. Principal 2. Administrative Secretary, Principal 3. Assistant Principal 	

V. Tier 3 Narrative

The Tier 3 narrative outlines the district's progress and provides more information regarding its advancement towards meeting the identified goals and tells "the story behind the numbers."

The school has a long history of high academic performance that we wish to maintain. The staff is comprised of highly qualified, experienced, successful teachers. The staff is extremely dedicated and passionate about learning. The school is working to be re-authorized as an IB MYP programme, as well as being re-designated as a Lighthouse School to Watch.

Our faculty and staff exhibit the IB learner profiles of being open-minded and risk-takers as we endeavor to fulfill the mission and vision of our district and surpass the expectations of our parents and community stakeholders. We will continue to utilize high-caliber professional development to address our goals to increase writing across the curriculum (specifically in mathematics, science and social studies), solidify common grading practices across disciplines, foster a more positive environment with rewards and increased parental support and equip ourselves with skills to assist our students who may need physical guidance with De-escalation 2 training.

Our teachers are inquirers and thinkers, and they hold our students to rigorous yet attainable standards as we journey together to lead our students to be successful in a global marketplace. While utilizing our human resources in the most pivotal venues throughout the educational arena, we will be able to offer all of our students a second language and lend much needed additional support to our students who struggle in reading and math through the REP classes.

Meshing our enhanced training opportunities with new and different options for students to learn and grow will further allow us to reinforce their achievements, both academic and social. By implementing a strong reward system, we will be able to be more proactive in our responses to student behavior, eliminating the fruition of negative actions and consequences. Furthermore, utilizing the parents' strong desire to strengthen our partnership will serve to propel us to a level of excellence where there are no limits.

Coastal Middle School is a beacon of academic excellence in the local community, the district, the state and the nation. We will continue to deploy each and every skill, resource and human hand that is gifted to us and blend it with our imagination and creativity to "ignite a passion for learning..." in our students which will prepare them to be productive citizens at home, in the community and in their aspirations "to create a better, more peaceful world."

DRAFT

Additional Comments:

Principal's Signature

Date

Executive Director of School Governance's
Signature

Date