

Comprehensive Progress Report

**Mission:** Kiser Middle School will provide a cohesive learning community in which all decisions are made in the best interest of its stakeholders. During their middle school years, students will demonstrate maximum academic, social and emotional growth in order to be 21st century leaders.

**Vision:** Every day is a Kiser Pride Day.

Goals:

- Lost Instructional Time Goal: By June 30, 2025, Kiser Middle School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 1,954 in 2023-24 to 1,758 in 2024-25.
- Chronic Student Absences Goal: By June 30, 2025, Kiser Middle School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 33.7% in 2023-24 to 28.7% in 2024-25.
- Math Performance Goal: By June 30, 2025, Kiser Middle School will increase overall math proficiency by at least 3 percentage points, from 48.4% in 2023-24 to 51.4% in 2024-25.
- FAM-S Goal: By June 30, 2025, Kiser Middle school will have fully developed a linked teaming structure to facilitate the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support, including coaching for all staff to increase their understanding of the essential elements of MTSS implementation, as measured by a score of 3 on FAM-S indicators 3, 4, and 7.
- Reading Performance Goal: By June 30, 2025, Kiser Middle School will increase overall reading proficiency by at least 3 percentage points, from 50.1% in 2023-24 to 53.1% in 2024-25.
- Science Performance Goal: By June 30, 2025, Kiser Middle School will increase overall science proficiency by at least 3 percentage points, from 72.8% in 2023-24 to 75.8% in 2024-25.



<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>			<b>Practice 1A: Prioritize improvement and communicate its urgency</b>			
		<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team also monitors any reports required as a Title I Priority or Focus school.		<b>Merrie Conaway</b>	<b>06/30/2025</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	8/8/24	District Leadership meets with school leadership to support SIP initiatives and federal and district programs regularly.			Melissa Bocci	06/30/2025
<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>			<p>2024-2025</p> <p>The SBLT consisting of grade level and department reps, admin, CF, Media Specialist, and parent representatives meets on the second Tuesday of each month.</p> <p>Goal teams meet as needed on the fourth Tuesday of each month. During this time, an SBLT planning meeting is also held to satisfy the need for a second monthly meeting</p> <p>2023-2024</p> <p>The SBLT consisting of grade level and department reps, admin, CF, Media Specialist, and parent representatives meets on the second Tuesday of each month.</p> <p>Goal teams meet as needed. There is no official second SBLT meeting recorded in Indistar.</p>	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>			<p>The SBLT consisting of grade level and department reps, admin, CF, Media Specialist, and parent representatives meets on the second Tuesday of each month.</p> <p>The school's leadership team regularly looks at school performance data, aggregated classroom observation data, and climate and satisfaction data to make sound decisions on the focus and direction of the school, about school improvement initiatives, professional development needs, and where resources will best be allocated.</p>		Melissa Bocci	06/30/2025
<i>Actions</i>				0 of 1 (0%)		
	8/8/24	SIP Team will reassess indicator Fall 2025			Melissa Bocci	08/30/2025

Notes:

	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:			<p>All faculty are assigned to a Committee/Goal Team. Teachers participate in weekly PLCs, monthly Grade Meetings, twice monthly Department Planning Meetings, and monthly Faculty Meetings</p> <p>PLCs are conducted weekly both formally or informally. Math and ELA meet with the curriculum facilitators on Tuesday, and Science/Social Studies meet on Wednesday during teachers planning time.</p>	Limited Development 08/09/2016		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			<p>The school has established team structure among teachers with specific duties and time for instructional planning. All teachers in a grade level have shared planning times and the opportunity to collaborate in PLCs and in grade level meetings with the instructional leadership team. There are additional team structures that allow staff to collaborate on school improvement and instruction across grade levels/contents/departments (SBLT, PBIS, MTSS, attendance team, Sunshine Committee, Pride Team, etc.). All staff have a set number of duties that do not interfere with their planning time. When possible, duty-free lunches are used as a teacher incentive/reward for high-quality work and meeting set expectations.</p>		Kenosha Hall	06/01/2025
Actions				3 of 4 (75%)		
	8/23/17	Monitor team structures throughout the year to ensure active participation.		Complete 10/27/2022	Teddy Wohlgemuth	06/03/2022
Notes:						
	8/9/16	Master Schedule created allowing for team collaboration among departments and grade levels for interdisciplinary curriculum connections.		Complete 06/26/2023	Teddy Wohlgemuth	06/01/2023
Notes: The school will establish a team structure among teachers with specific duties and time for instructional planning						
	10/26/22	In order to continue to strengthen the instruction for EC students we are continuing to assign staff to enable general education and EC staff to regularly meet for weekly content planning and PLCs		Complete 07/18/2023	Teddy Wohlgemuth	08/30/2023

<i>Notes:</i>				
8/8/24	SIP Team will reassess indicator Fall 2025		Merrie Conaway	08/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		09/29/2023		
<b>Evidence</b>	9/30/2016 Morning Duty After Duty Lunch Duty Other Duties also implemented			
<b>Experience</b>	9/30/2016 The objective was able to be completed due to the structures in place			
<b>Sustainability</b>	9/30/2016 The objective will be revisited at the end of the 1st Semester to ensure that the plan is relevant and up to date.			

<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>			<b>Practice 1B: Monitor short-and long-term goals</b>			
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>2024-2025</p> <p>The administrative team, teacher leaders, and the curriculum facilitators provide constructive feedback after visiting classrooms. The district tools are used to collect data during integrity walkthroughs for math and ELA. This data is reviewed in math and ELA team meetings. Teachers meet weekly for PLCS that include PD, data review, and co-planning. All BTs have a mentor with whom they meet. The observation cycle for all teachers is followed completely.</p>	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>			<p>The administrative team, teacher leaders, mentor teachers, and the curriculum facilitators provide constructive feedback after visiting classrooms. The instructional team uses a walkthrough tool that is shared with teachers to highlight practices that are expected. Data on observations is collected digitally for easy analysis. The district apps are also used to collect data during integrity walkthroughs for math and ELA. This data is reviewed in Instructional Team meetings each Friday and used to guide the walkthrough tool revisions. Instructional practices improve as teachers incorporate feedback into their planning and teaching. Grade level teachers meet weekly for PLCS that include PD, data review, and co-planning. All BTs have a mentor with whom they meet regularly.</p> <p>Admin completes observations daily. The evaluation observation cycle for all teachers is followed completely and on schedule.</p>		Jennifer Williams	06/30/2026
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		8/8/24	SIP Team will reassess indicator Fall 2025		Matthew Myers (8th Grade)	08/30/2025
<i>Notes:</i>						
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Kiser's instructional priorities are that students receive standards-aligned core instruction daily that is on grade-level, culturally responsive, linguistically sustaining, and joyful. Additionally, Swann prioritizes using MTSS protocols to provide individualized and differentiated academic supports.</p> <p>Within the 2024-2025 school year, our school identified the following resource inequity: the school's position allotment/budget did not include funding for sufficient instructional coaching, on-site tutoring, and SEL staff support. As a result, our school plans to mitigate this inequity by purchasing a CF, tutors, and our Zen Den teacher using Title 1 funds.</p> <p>Resource Allocation: Money</p> <ul style="list-style-type: none"><li>· CF, tutors, and Zen Den teacher salary purchased using Title One</li><li>· Resource Allocation: Time</li><li>· Admin team participates in daily walkthroughs and integrity walks</li><li>· MTSS is part of the master schedule</li><li>· Teachers providing interventions to Tier 2 and 3 and SWD students receive standard treatment protocol training</li></ul> <p>Resource Allocation: Human Resources</p> <ul style="list-style-type: none"><li>· 1st CF is allocated as primary coach for ELA</li><li>· 2nd CF is allocated as primary coach for Math</li><li>· Admin team provides support to all staff</li></ul>	Limited Development 10/14/2024		
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<b>How it will look when fully met:</b>	Students receive standards-aligned core instructions daily that is on grade-level, culturally responsive, linguistically sustaining, and joyful. Students are engaged in tracking and understanding their own academic, attendance, and behavior data. This progress monitoring across all tiers occurs during a designated MTSS block that allows teachers and students time to collect data and conference about it. Teachers are supported weekly with both in-house and district/professional coaching as they plan, implement, assess, and monitor that core instruction. The Instructional Leadership Team participates in high-quality and standards-aligned professional development and uses that knowledge to guide walkthroughs, integrity walks, and feedback. Teachers also participate in high-quality and standards-aligned professional development and become teacher leaders and peer coaches in the building.		Merrie Conaway	06/30/2028
<b>Actions</b>		0 of 1 (0%)		
10/14/24	SIP team will reassess indicator Fall 2025		Merrie Conaway	08/30/2025
Notes:				

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
	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
<b>Initial Assessment:</b>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their	Limited Development 08/10/2016		



preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.

2023-2024

Recruitment

- 1. Principal attends GCS Recruitment Fair
- 2. Hiring Interview Team utilized to ensure best possible candidate

Evaluating

- 1. Formal and Informal Observations completed by Admin throughout the School Year
- 2. Post Observational Feedback provided
- 3. Curriculum facilitators provide written and verbal feedback when appropriate
- 4. Kiser Teacher Leaders complete Classroom Walkthroughs - providing Peer to Peer feedback
- 5. EVAAS data review meetings with individual teachers.

Rewarding

- 1. Kiser Pride Award Winner of the Month (Employee of the Month)
- 2. Teacher and Rookie Teacher of the Year
- 3. Kiser Teacher Leader Incentive

Replacing

- 1. Support Plans created for teachers based upon need

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
<b>How it will look when fully met:</b>	At the school level, administration and teacher leaders attend teacher recruitment fairs. The school implements a team approach to interviewing and hiring candidates based on qualifications, experience, and cohesion with organizational needs and vision. Kiser also collaborates with district level new teacher support programs (GCS ACT, Right Start, TFA) to find and support qualified applicants. We also provide on-site mentors and buddy teachers.  Kiser's school culture affirms teaching excellence. We recognize excellence in teaching through emails, newsletters, department recognition, morning announcements, the Swann Shout Out board, social media, and verbal recognition.  Teachers participate in peer observations and the evaluation cycle in NCEES. Admin also provides feedback using walk-through forms and district integrity walks.			<b>Merrie Conaway</b>	<b>06/30/2027</b>
<b>Actions</b>			<b>6 of 7 (86%)</b>		
8/14/17	Hiring Interview Team utilized to ensure best possible candidate		Complete 10/27/2022	Teddy Wohlgemuth	04/01/2022
Notes:	When Transfer Window Opens				
9/29/23	Staff can nominate a coworker to be recognized as Tiger Staff Member of the Month and are presented with a certificate and incentive at the monthly staff meetings.		Complete 09/05/2023	Teddy Wohlgemuth	09/01/2023
Notes:					
6/30/22	Utilization of Kiser Teacher Leaders will build teacher leadership capacity, provide ongoing peer feedback, and provide financial stipend for participation.		Complete 05/24/2024	Kenosha Hall	11/30/2023
Notes:	*Title One funds are used to pay an additional monthly stipend for Teacher Leaders for the additional responsibilities and leadership they take on throughout the year.				
6/30/22	Train and assign staff to conduct a Peer Observation for all staff on the Comprehensive Observation Cycle.		Complete 05/24/2024	Teddy Wohlgemuth	01/31/2024
Notes:	*Assignments will be made in August. *Training and information for conducting the peer observation will be completed by January 31st, 2024.				

8/14/17	Principal attends GCS Recruitment Fair	Complete 05/24/2024	Teddy Wohlgemuth	04/01/2024
Notes:				
9/29/23	Kiser participates in nominating staff for the GCS Teacher of the Year, Mentor of the Year, Rookie Teacher of the Year, Media Specialist of the Year, etc.... to recognize the outstanding effort of our staff.	Complete 05/17/2024	Teddy Wohlgemuth	04/01/2024
Notes:				
8/8/24	SIP Team will reassess indicator Fall 2025		Melissa Bocci	08/30/2025
Notes:				
Implementation:		05/24/2024		
Evidence	5/24/2024			
Experience	5/24/2024			
Sustainability	5/24/2024			

Core Function:	Domain 2: Talent Development
Effective Practice:	Practice 2B: Target professional learning opportunities

	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
<b>Initial Assessment:</b>			<p>LEA Response: (Limited Implementation) Guilford County School leadership regularly looks at school performance data and aggregated classroom observation data and use these data to make decisions about school improvement and professional development needs.</p> <p>School 2023-2024</p> <p>School leadership regularly looks at school performance data and aggregated classroom observation data and use these data to make decisions about school improvement and professional development needs. In order to analyze data and use it to make decisions, the SBLT, MTSS, and PBIS teams use Tableau to pull multiple reports about student and staff performance, growth, and attendance.</p>	Limited Development 08/08/2024		
<b>How it will look when fully met:</b>			<p>School leadership regularly looks at school performance data and aggregated classroom observation data and use these data to make decisions about school improvement and professional development needs. In order to analyze data and use it to make decisions, the administrators, teacher leaders, CF and the SBLT, MTSS, and PBIS teams use Tableau and PowerBI to pull multiple reports about student and staff performance, growth, and attendance. Teachers also see and use data to make instructional decisions with the help of the CFs during weekly PLCs. The principal reports on school data to staff, students, and families at least once per year.</p> <p>Additionally, the instructional team uses walkthrough tools to monitor teacher implementation of instructional and classroom management goals and provide meaningful feedback. Students also track their academic and behavior performance and growth in weekly data conferences with their MTSS teacher. This regular goal-setting and data tracking helps set PD needs and identify focus areas for school and individual improvement.</p>		Kenneth Perry (6th Grade)	06/30/2026
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	8/8/24	SIP Team will reassess indicator Fall 2025			Joshua Hinton	08/30/2025

Notes:

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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

<p><b>Initial Assessment:</b></p>	<p>2024-2025</p> <p>Master schedule created with at least 30 minutes daily for enrichment/intervention to allow for progress monitoring using district-approved tools for tier 3 and school-made tools for tier 1 and 2.</p> <p>Math and Reading students will work in small groups during Core instruction for students without three years of consistent growth.</p> <p>MTSS Team meets regularly led by CF to tier students, track data, and plan interventions and enrichment</p> <p>2023-2024</p> <p>Input Weekly PLC meetings by content-areas - content area teachers meet weekly in their PLCs to discuss data and student progress with specific standards. Lesson plans and sequences are discussed and adjusted as needed to meet the needs of all students.</p> <p>2021-2022</p> <p>Current implement at Kiser will include moving the staff toward implementing the MTSS framework within the core classroom. Core teachers will work on providing supplemental support and progress monitor to track a student's response to interventions. Core classroom teachers will work through PLCs and the Instructional Leadership Team to determine next steps for supporting a student who is struggling academically, emotionally, behaviorally or socially.</p> <p>2022-2023</p> <p>Current implementation at Kiser includes being more intentional about utilizing the available data sources for Kiser to address the different student needs through the MTSS framework. Kiser has been planning and implementing MTSS Tier 2 behavioral support and an MTSS Academic Intervention and Enrichment for 6th grade students in math. The admin team is meet weekly to identify areas that we need to continue to support students.</p> <p>2023-2024 update: Kiser has revised the master schedule to include a 25-minute morning block of time that is specifically designed for MTSS Tiger Time. The MTSS Tiger Time is being used to provide academic and social emotional opportunities for learning to students outside of the</p>	<p>Limited Development 08/02/2016</p>		
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	core instructional time. The time has been utilized to provide PBIS instruction, Canvas acceptable use course completion so far during the school year.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	All students receive high-quality and evidence-based core instruction supported by weekly PLCs in which teachers receive PD on instructional strategies, review data, and co-plan. All students receive evidence-based enrichment or intervention during their MTSS block each day. The MTSS team meets monthly to review data, tier students, progress monitor, and plan intervention and enrichment strategies. Students in tier 2 receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Tier 3 students receive intense supplemental interventions, with progress monitoring, that follow a standard treatment protocol.		Kenosha Hall	06/30/2026
<b>Actions</b>		<b>12 of 21 (57%)</b>		
8/11/16	Counselors and teachers will review student performance and information to make sure students are appropriately placed to meet their academic needs. The school will utilize the GCS Discrepancy Report and placement criteria in order to ensure accurate placement in classes each year.	Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
<i>Notes:</i>				
9/29/23	Utilize the GCS Tutoring Department and community tutors to provided additional support for students who need remediation/enrichment. Students are identified and we provide a weekly schedule for our various tutors who support our students throughout the school day in small group learning opportunities focused around math and reading.	Complete 05/24/2024	Kenosha Hall	11/01/2023
<i>Notes:</i>				
10/25/23	Kiser will implement afterschool mathematics tutorial for students who need remediation and additional support. One teacher for 6th, 7th, 8th grade math and NC Math 1 will be available twice a week for tutorial sessions beginning in the 2nd grading period for students.	Complete 05/24/2024	Jennifer Williams	11/06/2023

	<i>Notes:</i> Kiser will utilize Title One funds to secure the resources to pay teachers on an EEA for this particular action step to support tutorial sessions.			
3/8/22	ACCESS Testing was conducted for English Language students throughout the month of February.	Complete 05/24/2024	Jennifer Williams	03/01/2024
	<i>Notes:</i> Ms. Rodriguez has successfully organized and assessed the EL students that is required by NC DPI.			
11/3/21	Utilize the NWEA, Interim Benchmark data, EOG results, EVAAS projections and scores to level students into three tiers to determine the level of support/need a student may need for planning purposes.	Complete 05/24/2024	Jennifer Williams	04/30/2024
	<i>Notes:</i>			
10/30/23	Utilize 25-minute MTSS enrichment/intervention block of time to specifically work with EL students who have demonstrated a high-level need of support based on ACCESS testing data and classroom performance.	Complete 05/24/2024	Kenosha Hall	06/01/2024
	<i>Notes:</i> The EL teacher has identified specific students to work with during the block of time to provide additional support.			
8/11/16	PLC Meetings Protocol Reviewed and Implemented to ensure: 1. Student Data Analyzed 2. Standards are unpacked for understanding 3. Best instructional practices are shared and communicated 4. Plans are developed for students who need to have misconceptions addressed, enrichment opportunities, and remediation.	Complete 05/24/2024	Jennifer Williams	06/01/2024
	<i>Notes:</i>			
10/30/19	Utilize goal teams and committees to specifically address the various areas of need in order to develop progress monitoring strategies and increase communication about effective strategies for students who are "at-risk" or non-responsive to supplemental interventions.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
	<i>Notes:</i>			
10/30/19	Continue to revise and implement school-wide core behavioral practices through PBIS lessons to teach students expectations.	Complete 05/24/2024	Brittany Robertson	06/01/2024
	<i>Notes:</i>			
10/30/19	Kiser will continue to implement the MTSS framework, and work to increase the staff understanding about identifying the various tiers of support and its implications for instruction based on the data reviewed in Tableau and PowerBi sources.	Complete 05/24/2024	Kenosha Hall	06/01/2024
	<i>Notes:</i>			



2/21/22	Utilize the daily morning and afternoon announcements to reinforce school-wide expectations, goal setting, and overall increase student motivation.	Complete 05/24/2024	Teddy Wohlgemuth	06/03/2024
<i>Notes:</i> The announcements are conducted daily through Microsoft Teams.				
11/3/21	Train teachers on how to use the various student performance data sources such as Microsoft Power Bi program, NWEA student reports, and Performance Matters to use the data and information for individual students and demographic groups. The data is utilized to make decisions about daily instruction, identify students for Tier 2 support, and who needs to be assigned to a tutor.	Complete 05/24/2024	Jennifer Williams	11/10/2024
<i>Notes:</i> Kiser's Data Coach is scheduled to train on November 10th.				
9/30/24	Title One funds are used to purchase tutors to support Tier 2 and 3 interventions.		Merrie Conaway	06/30/2025
<i>Notes:</i> Title One funds used to pay salary				
8/8/24	Students are grouped into MTSS intervention and enrichment blocks based on NWEA and EOG data to meet the needs of individual students.		Kenosha Hall	12/23/2025
<i>Notes:</i>				
8/8/24	Teachers use the MTSS block to deliver evidence-based interventions and enrichment to support student access to tier 1 core instruction.		Kenneth Perry (6th Grade)	06/30/2026
<i>Notes:</i>				
8/8/24	MTSS Team meets monthly to review data, tier students, plan interventions, and progress monitor.		Merrie Conaway	06/30/2026
<i>Notes:</i>				
8/8/24	The administrative team, CF, and teacher leaders conduct regular walks using the walkthrough monitoring tool and math/ELA integrity walks to assess the implementation of targeted goals.		Jennifer Williams	06/30/2026
<i>Notes:</i>				
8/8/24	Teachers working with Tier 2 and 3 students will participate in standard treatment protocol training to be able to assess and progress monitor students.		Siedah Holmes	06/30/2026
<i>Notes:</i>				
8/8/24	Core teachers implement common assessments that are standard aligned and utilize data to navigate instruction and intervention.		Merrie Conaway	06/30/2026
<i>Notes:</i>				

8/8/24	Student data sheets and conferencing are used regularly to help teachers, parents, and students monitor academic achievement, behavior, and attendance data.		Melissa Bocci	06/30/2026
<i>Notes:</i>				
8/8/24	Math and Reading students will work in small groups during Core instruction to support re-teaching and acceleration.		Kenosha Hall	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/24/2024		
<b>Evidence</b>	6/6/2017 PLC agendas and minutes are evidences that the objective has been fully implemented. Quarterly benchmark assessment scores are also indicative of the successful implementation of this expectation.			
<b>Experience</b>	6/6/2017 Teachers collaborated in data-driven PLC meetings that were focused on creating best instructional practices. These practices were differentiated to meet the diverse learning needs of our students.			
<b>Sustainability</b>	6/6/2017 The PLC planning session must continue to be data-driven. Strategies must be impactful on student achievement but respectful of diverse student learning needs.			

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			2024-2025  The school has a defined behavior matrix outlining positive behaviors and setting expectations for classrooms, bathrooms, hallways, and the cafeteria. This matrix is actively taught during the first 5 days of school during our MTSS block. There are posters of the matrix and location-specific expectations around the school and on the website. Parents are informed about the matrix and expectations via ConnectEd and social media messages.  Grade level meetings with admin reinforce the expectations for students.  The school uses Educators Handbook to track minor and major behavior incidents. Teachers receive coaching on how to handle and	Limited Development 07/26/2017		

document behavior infractions at the beginning of the year.

The school uses weekly, monthly, and twice-quarterly incentives to reinforce positive behavior expectations.

The school has a team that meets regularly to tier students, monitor data, and create targeted interventions for students needing more behavior support. These include SEL groups during MTSS.

Students attending ISS (called the Zen Den) receive targeted SEL lessons, restorative circles, and guided reflection sessions to encourage a change in future behaviors.

2023-2024

Kiser will utilize the Discipline/Behavior Committee and MTSS Goal Team to meet monthly during goal team Tuesdays. The committee will review and analyze monthly discipline report from PowerSchool and/or Educator's Handbook and will be monitored to identify areas with high activity, identify trends, and build support interventions. The committee will also work to implement and utilize incentives and rewards each quarter to help with increased positive behavior.

2022-2023 School update, Kiser continues to utilize PBIS lesson and school wide expectations to help encourage students to make good choices and reduce the amount of time lost to discipline. The school has also had a concerted effort to utilize tier 2 MTSS behavior intervention for students who are referred often in Educator's Handbook.

2023-2024 School update, Kiser continues to utilize PBIS as a best practice framework for teaching students our behavioral norms and expectations. In addition to teaching the expectations, the school has implemented several layers of incentives to help reinforce and recognize the students who consistently demonstrate their understanding of Kiser's expectations. The evidence will also be reflected in the school's priority goal by reducing the number of incidents and instructional days lost due to suspension.

<b>How it will look when fully met:</b>	Teachers use the PAWS matrix to reinforce expectations with students in all areas of the school and deliver logical consequence when students do not meet the PAWS expectations. These consequences are not always punitive, but also restorative--students are given the opportunity to "mess up, fess up, and clean it up." In other words, they are guided to take ownership of their mistakes and make amends for them, in addition to serving consequences.		Joshua Hinton	06/30/2025
	Teachers reward students who meet the expectations with in-class incentives. School-wide incentives for positive behavior choices include twice-quarterly celebrations, tickets to the Roar Store, and monthly PAWS Awards.			
	When significant or repeated classroom management issues arise, teachers use Educator's Handbook to report the incident to administration. Administration also uses restorative practices with students, including restorative circles and mediations, in addition to giving out policy-aligned consequences.			
	ISS is reimagined as the Zen Den. The Zen Den is a transformative initiative designed to empower scholars as they navigate complex emotions and incidents within the school environment. Our commitment is to foster a supportive and growth-oriented educational experience, we are introducing a new approach that emphasizes the 3 R's Restoration, Reflection, and Reintegration.			
	Teachers are coached in responsibility-centered discipline with classroom management strategies that support relationships, establish and teach clear expectations, provide opportunities for calming and reflection, encourage empathy and active listening, and foster a growth mindset around behavior choices.			
<b>Actions</b>		<b>7 of 8 (88%)</b>		
8/14/17	Implement quarterly grade level behavior incentives to promote good behavior, positively reinforce students who are making good choices, and encourage students to maintain behavior that is going to support academic achievement and the desired learning environment.	Complete 12/01/2021	Teddy Wohlgemuth	12/01/2021
	<i>Notes:</i> Incentives will change on a quarterly basis - criteria will be determined each quarter.			
8/22/17	Grade-Level Incentives will occur at least once a quarter to promote positive behavior expectations.	Complete 12/01/2021	Brittany Robertson	12/01/2021
	<i>Notes:</i>			

	9/15/21	Students assigned to ISS/OSS will be required to meet with an administrator, counselor, or Youth & Development Coordinator to provide social/emotional strategies for students to understand how to conduct themselves, and work on reducing the amount of missed instructional time.	Complete 12/01/2021	Brittany Robertson	12/01/2021	
	Notes:					
	3/8/22	Teacher Leaders are conducted Professional Development sessions called "Strategies of Teachers!"	Complete 02/21/2022	Kenosha Hall	02/21/2022	
	Notes:					
	3/8/22	Teacher Leaders are conducting professional development called "Defining and Creating Structures and Procedures."	Complete 03/08/2022	Kenosha Hall	03/08/2022	
	Notes: Teachers Leaders are conducting the professional development on Microsoft Teams for select group of teachers to increase teacher capacity within the evaluation rubric through the following standards: Standard One: Teacher Leadership, Standard 2: Inclusive Learning Environment, and Standard Four: Facilitating Learning for students.					
	11/3/21	Each grade level administrator conducted a town hall meeting at the beginning of the school year to reinforce the PBIS lessons and activities taught by the teachers.	Complete 09/13/2023	Teddy Wohlgemuth	10/01/2023	
	Notes:					
	8/14/17	Each classroom will implement a positive behavior system that outlines clear expectations and incentives to encourage positive behavior, student engagement, and create a learning environment where all students can be successful.	Complete 12/01/2021	Kenosha Hall	12/01/2023	
	Notes:					
	8/8/24	SIP Team will reassess indicator Fall 2025		Melissa Bocci	08/30/2025	
	Notes:					
Implementation:			09/17/2020			
Evidence		12/3/2018 The Discipline/PBIS committee has presented at Faculty Meetings and met several times to discuss and work on making sure the action steps are being implemented.				
Experience		12/3/2018 Kiser will continue to work on making sure that we are establishing high expectations and working to create systems, incentives, and other structures to help reinforce positive behavior.				
Sustainability		12/3/2018 Establish the incentives for the remaining two grading periods throughout the remainder of the school year.				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>2024-2025</p> <p>All teachers, grade levels, and content areas design, apply, and revise curriculum that is consistent with state content expectations. Grade levels meet with curriculum facilitator weekly to design and discuss rigorous and engaging content-related tasks.</p> <p>All Math teachers implement Open Up curriculum daily. The instructional team and district support regularly complete integrity walks (visiting classrooms to monitor and supporting implementation).</p> <p>All ELA teachers implement Imagine Learning curriculum daily. The instructional team and district support, regularly complete integrity walks (visiting classrooms to monitor and supporting implementation).</p> <p>All Core teachers meet weekly with the Curriculum Facilitator to plan instruction, create common assessments, and review student data to guide instruction.</p> <p>2023-2024 Update: Kiser Middle school continues to conduct weekly PLC structure. The PLCs also now include a specific template to help teachers map out the curriculum units/modules especially those in Open Up Math and Imagine Learning ELA.</p>	<p>Limited Development 08/02/2016</p>		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	All ELA and Math classes implement with fidelity of the Open Up and Imagine Learning curricula and participate in professional learning days for math and ELA. The instructional leadership team attends on-going PD to support grade-level, engaging, affirming, and meaningful instruction in all classes and content areas. District and professional coaches regularly meet with teachers and instructional support staff to provide coaching and participate in integrity walks. These coaching reports indicate full implementation status. For all content areas, lesson plans are monitored by the admin and CFs weekly, and they indicate standards-alignment and backwards design. Finally, test scores indicate student's are meeting growth and expected proficiency measures. Kiser will also utilize quarterly benchmarks (district and school-based) to assess the students understanding and growth throughout the school year.			Jennifer Williams	06/30/2025
<b>Actions</b>			6 of 12 (50%)		
8/10/16	Administration and/or creation of Quarterly Benchmarks for core subjects. Data analysis of quarterly benchmarks during PLC meetings and Kiser Data Days.		Complete 10/27/2022	Maria Pradetto	06/01/2022
Notes:					
10/26/22	The Curriculum Facilitators are working at converting one of the computer labs into a PLC space for staff to meet weekly.		Complete 09/29/2023	Kenosha Hall	11/30/2022
Notes:					
9/29/23	Introductory ELA Coaching meeting held with administrator and curriculum facilitator to outline coaching goals for the 2023-2024 school year.		Complete 09/06/2023	Teddy Wohlgemuth	10/01/2023
Notes: Mrs. Hall and Mr. Wohlgemuth met with the ELA coach virtually for the introductory meeting, and subsequent coaching dates have been established and added to the calendar.					
9/29/23	ELA teacher will adopt and implement the GCS provided resource, Vocabulary Surge, and a supplemental resource for vocabulary instruction.		Complete 05/24/2024	Kenosha Hall	12/01/2023
Notes:					

9/27/18	Kiser will continue to utilize Imagine Learning ELA curriculum program materials and resources during ELA class, and use the benchmark results, formative assessments, and NWEA Map reading results to help determine instructional focus for students who are not performing on grade level. EC and support staff are being trained to use the Foundational Toolkits, Fastbridge, etc.	Complete 05/24/2024	Kenosha Hall	06/01/2024
<i>Notes:</i>				
9/27/18	Kiser will utilize Open Up, Zearn, Nearpod, Number Worlds, IXL resources and materials during math instruction, and utilize the GCS scope/sequence when lesson planning and delivering math instruction. Teachers will also meet with onsite coaches throughout the year to assist with implementation of the resources, plan, and discuss 8 mathematical practices.	Complete 05/24/2024	Jennifer Williams	06/01/2024
<i>Notes:</i>				
8/8/24	Curriculum facilitators provide support for implementation of the math and ELA curriculum to ensure all students receive standards-aligned core instruction that follows the district pacing guide.		Kenosha Hall	06/30/2025
<i>Notes:</i>				
8/8/24	Instructional Leadership reviews lesson plans to ensure standards alignment in all core subjects		Merrie Conaway	06/30/2025
<i>Notes:</i>				
10/14/24	Title 1 funds are used to provide subs for teachers attending professional development to support their ability to provide standards-aligned, quality core instruction and serve as teacher leaders.		Melissa Bocci	06/30/2025
<i>Notes:</i> title one funds pay for subs				
10/14/24	Title 1 funds are used to provide EEAs for teachers serving as teacher leaders (delivering PLC content, peer mentoring, attending train-the-trainer style PD) to broaden the base of expertise onsite and facilitate the delivery of standards-aligned, discourse-driven core instruction.		Joshua Hinton	06/30/2025
<i>Notes:</i> Title one funds pay for EEAs for PLC support and additional responsibilities.				
10/14/24	Title 1 funds are used to purchase materials and supplies that support core instruction, such as supplemental texts, subscriptions to online programs, and classroom materials needed for discourse-driven teaching.		Siedah Holmes	06/30/2025
<i>Notes:</i> Title one funds for supplies and materials				



10/14/24	Title 1 funds are used to purchase library books that supplement the core instructional texts to offer students hard copy access to research materials and books of interest.		Cheri Wasserman (Media Specialist)	06/30/2025
Notes: Title one funds used for library books				
Implementation:		05/24/2024		
Evidence	6/6/2017 PLC agendas and data are available upon request.			
Experience	6/6/2017 This objective achieved through collaborative, data-driven PLC meetings to align standards to best practices			
Sustainability	6/6/2017 The importance of data-driven PLC meetings will sustain our success in this area.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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

<p><b>Initial Assessment:</b></p>	<p>Kiser will continue to work with rising 6th Grade students from the feeder pattern - including providing school tours for individual feeder schools, providing parent night for feeder schools. Kiser will also continue to provide opportunities for rising 9th Graders to visit Grismley and other HS Options.</p> <p>2021-2022 current implementation will continue to include a virtual rising 9th grade in January or February prior to the high school options application deadline. We will also conduct an information night for rising 6th grade parents in February or March to provide information to 5th grade families prior to middle school class registration. Kiser will continue to administer the career cluster survey to 8th grade students, and work closely with 9th grade counselors to complete the 4 year plans for students.</p> <p>2023-2024 Update: Kiser will continue to provide parents and families with important information that supports students' transition from grade level to grade level, and progress toward high school graduation. Kiser will continue to provide parents an opportunity to meet either in-person or virtually for Rising 9th Grade Information Night, Rising 6th Grade Information Night, and High School Options Night. The counselors also do a great job of coordinating with our feeder elementary schools to host our incoming students and with our high school that students transition to at the end of the year.</p>	<p>Limited Development 07/26/2017</p>		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	Kiser works with rising 6th Grade students from the feeder pattern - including providing school tours for individual feeder schools, providing parent night for feeder schools. Kiser provides opportunities for rising 9th Graders to visit Grimsley and other HS Options. We conduct an information night for rising 6th grade parents in the Spring to provide information to 5th grade families prior to middle school class registration. Kiser administers the career cluster survey to 8th grade students and works closely with 9th grade counselors to complete the 4 year plans for students.  To support the transition of Spanish Immersion students, Kiser attends the GCS Choice Program Fair and offers open houses for rising 6th graders. Each year, the school films a new promotional video for Spanish Immersion to share on the GCS digital platforms. The counseling department also works with rising 9th graders to ensure their reassignment requests are processed correctly.			<b>Merrie Conaway</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>10 of 11 (91%)</b>		
10/20/23	Kiser purchased an additional half time counseling position to support this key indicator.		Complete 08/01/2023	Teddy Wohlgemuth	08/29/2023
Notes:		K1/2 counseling position was purchased through the Title One Plan for the 2023-2024 school year to ensure Kiser continues to support the successful implementation of the action steps and this particular key indicator.			
11/3/21	Administration/counseling team utilizes incoming student performance data and the district discrepancy report to appropriately schedule students in classes.		Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
Notes:					
11/3/21	7th Grade students will participate in the YouScience Career Assessment.		Complete 10/17/2023	Teddy Wohlgemuth	11/30/2023
Notes:					
8/10/17	Kiser will conduct a rising 9th Graders Information Night in-person or virtually so families get information to for high school options in GCS.		Complete 05/24/2024	Teddy Wohlgemuth	12/20/2023
Notes:					
11/3/21	Advertise to students and parent the GCS Choice Fair held annually.		Complete 05/24/2024	Teddy Wohlgemuth	01/30/2024
Notes:					

11/3/21	Future Fridays for our 8th Grade students where information is shared about 2 or 3 different high school options and programs available for 8th grade students transitioning to high school.	Complete 05/24/2024	Teddy Wohlgemuth	01/30/2024
<i>Notes:</i>				
2/21/22	Provide a Rising High School Registration Night for 8th grade students and families to provide important information about completing high school class registration, four-year plans, and answer questions about the registration process.	Complete 05/24/2024	Teddy Wohlgemuth	03/01/2024
<i>Notes:</i> W				
11/3/21	Administration/counseling team conducts an in-person or virtual rising 6th grade information night for prospective parents and families transitioning from 5th grade to 6th grade.	Complete 05/24/2024	Teddy Wohlgemuth	04/01/2024
<i>Notes:</i>				
11/3/21	Conduct IEP/504 meetings for students who are transitioning to 9th grade for students with individual needs.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
<i>Notes:</i>				
8/10/17	Providing school tours for families, parents, students, and community.	Complete 05/24/2024	Teddy Wohlgemuth	06/01/2024
<i>Notes:</i>				
8/8/24	SIP Team will reassess indicator Fall 2025		Siedah Holmes	08/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/24/2024		
<b>Evidence</b>	5/24/2024			
<b>Experience</b>	5/24/2024			
<b>Sustainability</b>	5/24/2024			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
	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

<b>Initial Assessment:</b>	<p>Kiser implements PBIS supports throughout the school. Teachers work closely with counselors and youth and development coordinator to address students behavioral, emotional, and social needs. The MTSS goal team structures are organized to help facilitate supporting students. The Discipline/PBIS committee is developing quarterly incentives to help students engage in appropriate character traits and building healthy social habits.</p> <p>2023-2024 School Year Update: Kiser continues to utilize the MTSS framework to address the needs of our students across the academic, behavioral, and social emotion aspects. The school has done an excellent job of offering a variety of different co-curricular activities to improve student participation and engagement in the school community. Kiser has implemented a quarterly incentive program designed to encourage students to demonstrate their Kiser Pride in all that they do.</p>	Limited Development 08/02/2016		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	

<b>How it will look when fully met:</b>	<p>Teachers are visible in the hallways and greet students as they enter classrooms. All staff take responsibility for the safety and care of all students. In each classroom, there are supports for students to regulate their emotions (fidgets, calm down spaces/protocols). Staff also have access to spaces and resources on campus where they can collaborate and self-care.</p> <p>There are opportunities within the school day and extra-curricularly for all students to develop a sense of community and belonging. Students can identify at least one school adult that they trust to help them with social and emotional needs. There are opportunities for student leadership within the school and ways to showcase student success (student of the month, showcases, awards days). Students and staff participate in the shout out board, recognizing folks who have positively impacted them. The MTSS block is used to provide more intensive or specific interventions for students needing Tier 2 or 3 behavior support.</p> <p>The counselors have continued their work on whole-school initiatives designed to cultivate community and belonging (Start with Hello, Anti-Bullying Week, student counsel). The counselors have also developed Canvas and classroom based activities supporting Tier 1 SEL. Mentoring programs such as College Bound Boys support student development. Admin and student support staff continue to implement one-on-one and small group interventions (check ins, round tables, lunch bunches), and the student support staff have a access to community resources to refer families and students to for additional support.</p> <p>PBIS is fully implemented in all classrooms. Teachers recognize students exhibiting positive behaviors and communicate that with all stakeholders. The PBIS team uses that data along with office referrals to tier students and determine individualized supports.</p> <p>All teachers know the process for referring students to e-therapy and other mental health services provided by the district and community mental health resources. Students are enrolled regularly in these programs.</p>		<b>Aimee Perry (7th Grade)</b>	<b>06/01/2025</b>
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Actions		5 of 12 (42%)		
10/25/23	Kiser will utilize the Youth and Development Coordinator to help provide additional support to students who demonstrate inconsistent personal conduct, and who need ongoing reinforcement for being successful in their assigned classrooms. The Youth and Development Coordinator facilitates important information to parents, and communicates with teachers regularly to ensure students are current on their work and assignments when they are assigned temporarily to her classroom.	Complete 08/01/2023	Teddy Wohlgemuth	08/28/2023
Notes: Kiser utilizing the annual Title One budget to provide the resources for this particular position.				
9/29/23	September Goal Team Meetings	Complete 09/19/2023	Brittany Roberts	09/30/2023
Notes:				
9/29/23	Kiser has trained the staff on all the student support services in-service topics and themes for the school year which include Suicide Intervention Training, Diabetic Training, Mandatory Reporting Training.	Complete 09/25/2023	Teddy Wohlgemuth	09/30/2023
Notes:				
9/29/23	The attendance goal team will monitor ongoing student attendance, and make recommendations for interventions to decrease chronic absenteeism and increase student engagement at school.	Complete 09/19/2023	Teddy Wohlgemuth	10/01/2023
Notes:				
11/3/21	Utilize Microsoft Teams Morning Announcements to incorporate a specific social/emotional learning needs for students. For instance, the themes will include information and content on goal settings, gratitude, decision-making, conflict, etc.....	Complete 08/28/2023	Teddy Wohlgemuth	11/01/2023
Notes:				
9/27/24	Participate in Start with Hello, Unity Day, and Anti-Bullying Month lessons throughout October to support the development of positive student social interactions.		Melissa Bocci	10/31/2024
Notes:				
9/27/24	Students are referred to district-provided mental health services when needed to support their social and emotional needs.		Siedah Holmes	06/30/2025
Notes:				
9/27/24	Students receive SEL lessons each week during Tiger Time to support their social and emotional learning, coping strategies, and self-regulation skills.		Bryan Johnson (6th Grade)	06/30/2025
Notes:				

9/27/24	Staff use Educators Handbook to document student behavior incidents to track data on the number and kind of incidents, the related locations and demographics, and the application of supports and consequences.		Joshua Hinton	06/30/2025
<i>Notes:</i>				
9/27/24	Students receive school-wide incentives to encourage positive behaviors at least quarterly.		Alegria Rodriguez (Encore)	06/30/2025
<i>Notes:</i>				
9/30/24	Title One funds are used to pay for a full-time social worker to improve wrap-around services for students and families and support their attendance, social, emotional, and physical needs.		Merrie Conaway	06/30/2025
<i>Notes:</i> Title One funds used to pay salary				
9/30/24	Title One funds are used to pay for a youth development worker who runs the Zen Den to provide restorative opportunities to students		Merrie Conaway	06/30/2025
<i>Notes:</i> Title One funds used for salary				
<b>Implementation:</b>				
<b>Evidence</b>	6/6/2017 Minutes of committee meetings related to the Kiser Kings/Queens are available. Documentation regarding planned and executed field trips is also available to the reader.			
<b>Experience</b>	6/6/2017 The counselors in tandem with the administrative team have worked to proactively identify student issues before they evolve into emergencies. Teachers are sensitive to the emotional needs of their students.			
<b>Sustainability</b>	6/6/2017 The entire staff must stay vigilant in regard to student emotional and psychological issues that arise.  The Kiser Kings and Queens have been a successful avenue to engage students in the rewards of consistent high academic and behavioral expectations.			

<b>Core Function:</b>			<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>			<b>Practice 4C: Engage students and families in pursuing education goals</b>			
	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



<p><b>Initial Assessment:</b></p>	<p>Kiser communicates and engages with parents, community, and other stakeholders in a variety of ways. Utilize Kiser website, weekly email calendar, Connected phone and email messages, Facebook, grade level newsletters, weekly distribution list. Kiser also holds parent engagement events such as the following; open house, Meet the Principal, virtual PTA meetings and curriculum nights.</p> <p>2021-2022 current implementation will continue with delivering information in variety of methods to parents. Another strategy is using Canvas as the primary learning management system, which enables students and parents to continue to monitor their progress. Kiser intends to hold several virtual meetings to continue with the engagement of the parents in the learning process. Finally, Kiser has been provided a Spanish language interpreter to assist with communicating with our Spanish speaking families and students.</p> <p>2022-2023 current implementation will begin to include more in-person parent engagement opportunities. It is also a school-wide goal to recognize positively 75% of our students by the end of the year for academics, social, character, extra curricular, etc....</p> <p>2023-2024 School Year Update: Kiser will continue to utilize the parent engagement series to organize, plan, and implement a variety of parent engagement activities throughout the school year.</p>	<p>Limited Development 08/10/2016</p>		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>KMS regularly communicates with parents/guardians about our expectations of students and the importance of the curriculum of the home (what parents can do at home to support their children's learning) through a weekly ConnectEd phone call and email, a weekly newsletter, social media posts, and the website. Teachers also use Canvas, Class Dojo, and other similar resources to communicate regularly with all families, in addition to their individual family contacts. Teachers track all individual family contacts in a contact log.</p> <p>Families are invited to an annual open house event before school begins to support their students' school year. They are also invited to events where families hear school data reports and receive support in a specific area (e.g. PBIS, math curriculum, EOG prep). KMS also hosts events in neighborhoods to facilitate the home-school partnership for families who may have challenges coming to the school. SMS offers multiple ways for families to engage virtually, as well, including using Class Dojo, Canvas, and PowerSchool to track student academic and behavior progress.</p>			<b>Meredith Berger</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>8 of 13 (62%)</b>		
6/27/18	Kiser communicates and engages with parents, community, and other stakeholders in a variety of ways. Utilize Kiser website, weekly email calendar, Connected phone and email messages, Facebook, grade level newsletters, weekly distribution list. Kiser also holds parent engagement events such as the following; open house, Meet the Principal, virtual PTA meetings and curriculum nights.		Complete 10/27/2022	Teddy Wohlgemuth	06/03/2022
<i>Notes:</i>					
9/29/23	Rising 6th and New Student Ice Cream Social back to school event.		Complete 08/17/2023	Teddy Wohlgemuth	08/31/2023
<i>Notes:</i>					
9/29/23	Kiser Annual Title One and General PTA Meeting		Complete 09/13/2023	Teddy Wohlgemuth	09/30/2023
<i>Notes:</i>					
10/26/22	Held PTA/Title One Kiser Tiger Tailgate in September prior to a Grimsley football game.		Complete 09/15/2023	Pam Jackson	10/01/2023
<i>Notes:</i> Title One Parent Engagement Funds utilized to support the event.					

2/21/22	Title One Parent Engagement Walk the Schedule Night Night for families to get information about the day in a life of Kiser Tiger.	Complete 10/10/2023	Kenosha Hall	10/30/2023
<i>Notes:</i> Parent Engagement Series was apart of the Title One Parent Engagement strategies and the action step was supported with Title One funds and apart of the goal team strategy for increasing information available to parents.				
9/15/21	Kiser will utilize the MTSS Parent Engagement Goal Team to plan and organize events to provide parents and families with important information to support their student's learning. During the 2023-2024 school year we will conduct monthly meetings by content area to provide information about the curriculum.	Complete 05/24/2024	Pam Jackson	11/30/2023
<i>Notes:</i>				
5/24/24	CTE Showcase Fair was held in March to provide students a chance to share and display the different concepts, projects, and items that have been completed in the various CTE classes.	Complete 05/24/2024	Amy Schenck (Encore Teacher)	03/04/2024
<i>Notes:</i> Title One Funds were used to support purchasing refreshments for this event.				
9/29/23	Kiser Parent Engagement Series Event: Multi-Cultural Night will highlight and focus on the many different cultures, ethnicities, languages, etc...that make up our school community.	Complete 04/17/2024	Pam Jackson	05/01/2024
<i>Notes:</i> Title One Parent Engagement Funds are utilized to provide resources and outside vendors for this particular event.				
9/27/24	Title I funds will be used to purchase items for family and community events that support family engagement with the curriculum.		Merrie Conaway	06/30/2025
<i>Notes:</i> Title One funds used for materials, supplies, and/or food				
9/27/24	Host a Family Night event for SWD and ELL families with information about specific resources to support students at home.		Alegria Rodriguez (Encore)	06/30/2025
<i>Notes:</i> Title One funds are used for materials				
9/27/24	School uses Newsletters, Social Media, Class Dojo, PowerSchool, and Canvas as a way to communicate with families.		Rebecca Gibboney	06/30/2025
<i>Notes:</i>				
10/14/24	Title 1 funds are used to purchase postage to facilitate communication with families about their student's academic progress and attendance, specifically end of the year report cards and attendance notification letters.		Merrie Conaway	06/30/2025
<i>Notes:</i> Title one funds used for parent postage				

9/27/24	Open House and Meet and Greets are held prior to the start of school (using Title 1 funds to supply items and food) to support family engagement with the curriculum.		Matthew Myers (8th Grade)	08/25/2025
Notes: Title One funds are used to provide food and materials				
Implementation:		05/24/2024		
Evidence	10/30/2019			
Experience	10/30/2019			
Sustainability	10/30/2019			