

Actions Report

The following report includes detailed information for all actions created by the Leadership Team, including the assigned team member and target date for completion. Actions are created by a Leadership Team to help achieve fully and effective implementation of best practices.

 Remember: Actions should be simple, specific, and lead to the achievement of each objective.



! = Past Due Actions KEY = Key Indicator

Actions Included in the Plan (9)

		Objective	Added Date	Action	Frequency	Assigned To	Target Date	Completed
		G1.01	7/30/26	Evidence of Full Implementation: Schoolwide discipline data showing reductions in office discipline referrals, suspensions, and repeat behavior incidents. Behavior point reports demonstrating increased percentages of students maintaining 90 or more points each month. Participation data from monthly reward days and Devil Dollar incentives. Walkthrough observations confirming consistent implementation of MAROON STRONG expectations and positive behavior supports across classrooms and common areas. Character Strong lesson implementation records and classroom observations. Documentation of behavior expectation lessons and reteaching throughout the year. Student, staff, and family survey results indicating a clear understanding of schoolwide expectations and a positive school climate. PBIS team meeting minutes and behavior data reviews demonstrating continuous monitoring and adjustments. Attendance and school climate data reflecting increased student engagement and a safe, respectful learning environment. Collectively, these data sources will demonstrate that Swain Middle School has established a consistent, proactive, and positive behavior system that supports student success, strengthens school culture, and maximizes instructional time.	monthly	Sally Butler	06/01/2027	

				Swain Middle School has made family partnership and engagement a key component of its school improvement efforts through the work of the **Community Engagement Action Team**. The school has intentionally planned monthly family engagement events designed to strengthen relationships with families while building parents' capacity to support their children's academic success at home. These events provide families with practical strategies, resources, and information about curriculum, student learning expectations, and ways they can reinforce learning outside of school. In addition, the school is increasing communication between home and school by establishing monthly goals for positive parent contact and encouraging teachers to regularly share student successes, academic progress, and classroom expectations with families. Parents are also being invited to participate in student goal-setting and academic planning conversations throughout the year to strengthen collaboration and shared ownership of student success. To monitor implementation, the school is tracking family participation in school events, the frequency of positive home-school communication, and family involvement in student goal-setting and academic planning. These efforts are designed to build stronger partnerships with families and create a shared commitment to student achievement both at school and at home.				
		G2.01	7/30/26		monthly	Megan Lucas	06/01/2027	

			Evidence of Full Implementation: School budget and expenditure reports aligned to instructional priorities. Master schedules demonstrating protected time for PLCs, MTSS meetings, peer walkthroughs, and professional learning. PLC agendas, meeting minutes, and instructional planning documents. Walkthrough and observation data showing consistent implementation of the school's instructional model. Professional development attendance records, coaching logs, and implementation feedback.				
		CSI-ATSI.02	7/30/26 Action Team meeting documentation, goals, and evidence of completed initiatives. MTSS documentation, intervention records, and student progress monitoring. Attendance, behavior, and academic performance data demonstrating improved student outcomes. Participation data from monthly family engagement events and stakeholder feedback surveys. NCStar documentation and implementation evidence aligned to school improvement goals. Collectively, these sources of evidence will demonstrate that the school's money, time, and human resources are consistently aligned with instructional priorities and are resulting in improved teaching, stronger school systems, and increased student success.	monthly	Ryan McMahan	06/01/2027	

		CSI-LG.01	7/30/26	PLC meeting agendas, minutes, and student data discussions demonstrating regular analysis of student progress. MTSS documentation, intervention plans, and progress monitoring records. Walkthrough and observation data showing consistent implementation of the instructional model, proficiency scales, success criteria, and formative assessment practices. Student assessment data demonstrating academic growth and mastery of standards. Attendance, behavior, and intervention data monitored by school action teams. Participation records from tutoring, intervention groups, and monthly family engagement events. Professional learning artifacts, peer walkthrough documentation, and coaching feedback. NCStar documentation and implementation evidence aligned to school improvement goals.	monthly	Ciera Wiggins	06/01/2027	
				Full implementation of this objective will be evident when data-driven decisions become a standard part of the school's operational culture. Teachers will be routinely engaged in data analysis and collaborative planning within a structured framework. Professional Development: Professional development sessions will be highly targeted and responsive to the specific needs identified through data analysis. The Marzano Education Coaches will be actively working with all staff to successfully integrate proficiency scales and instructional best practices in every				

classroom.

PLC Structure: The new PLC days will be consistently used for collaborative work, data analysis, and planning. Teachers will be focused on answering essential questions about what students should know, how to assess learning, how to respond to struggling students, and how to extend learning for those who have mastered the content.

WIG Meetings: Elective teachers will hold monthly Wildly Important Goal (WIG) meetings, which are dedicated to data analysis and planning for continuous improvement.

Instructional Practices: The school will use a comprehensive staff walkthrough form to provide specific feedback on classroom observations. This tool focuses on key areas like student engagement, lesson design, classroom environment, and differentiation.

Targeted Interventions: The school will be able to pinpoint specific areas of need based on a "granular approach to student understanding" and will have weekly intervention groups to reteach key components that students have missed.

Evidence of Full Implementation

G3.01

7/30/26

To determine that the objective has reached full implementation, the school will rely on both qualitative and quantitative data.

Quantitative Data:

Student Achievement Data: The school will look at school performance data, including state testing specifications, to measure student knowledge for each assessed standard. This data will show whether the targeted growth goals are being met.

monthly

Heather Herron

06/01/2027

				Walkthrough Data: Aggregated classroom observation data from the staff walkthrough forms will show consistent implementation of effective instructional practices across all classrooms. This data will provide a "precise measure of student knowledge for each assessed standard". Qualitative Evidence: PLC and RISE Meeting Agendas and Minutes: Documentation from these meetings will show that data analysis and collaborative planning are the central focus. Coaching Logs: Records from Marzano Education Coaches will demonstrate that they are actively providing "continuous, hands-on coaching" and support to teachers. Teacher Feedback: Surveys or interviews with staff will show that they feel supported and that the professional development and coaching are helping them meet the needs of every student.				
		G1.02	9/8/25	Strengthen MTSS interventions and enrichment opportunities.	monthly	Ryan McMahan	06/01/2027	
		G2.02	9/8/25	Ensure a guaranteed, viable curriculum that aligns with NC standards and supports personalized, competency-based learning.	monthly	Emily McClung	06/01/2027	

		G3.02	9/8/25	Provide targeted PD aligned with Marzano's High Reliability Schools framework and Personalized, Competency-Based Education (PCBE)	monthly	Ryan McMahan	06/01/2027	
		G1.02	9/8/25	Strengthen grade-level and departmental PLCs with uninterrupted time for collaboration, data analysis, and planning.	monthly	Ryan McMahan	06/01/2027	