

Comprehensive Progress Report

Mission: The NIMS community, faculty and staff will work together to ~Better our students through teaching and modeling high ~Educational and moral standards. This will lead to ~Academic achievement and rigorous, ~Relevant instruction, which will ensure the attainment of goals and culminate in Success for all students because...We are the NIMS BEARS!!!!

Vision: Working together to ensure student success by igniting a passion for learning.

- Goals:**
- Goal 1: All students will benefit from a tiered instructional system in which they will receive instruction that is aligned with individual student's needs. Success will be measured by student performance on diagnostic testing and monthly growth monitoring.
 - Goal 2: All students will benefit from various instructional teams that consists of administration and teachers. Instructional teams will meet regularly to review and discuss instructional strategies and student data.
 - Goal 3: All students will benefit from various forms of communication between staff and parents concerning curriculum expectations and student progress. Progress on this will be analyzed during focus team meetings monthly.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We follow the curriculum guides given to us by the district and state.		Limited Development 05/16/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Tier 1 students are using the Ready and iReady programs in reading and math. All teachers will implement vocabulary strategies to master specific content vocabulary and an established "academic vocabulary". Content coaches will provide strategies. Tier 2 students are divided into intervention groups according to data from iReady and previous EOG scores, where student gaps are addressed during a 45 minute remediation block. The students are re-assessed every quarter and are regrouped if necessary.	Limited Development 05/15/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When fully implemented, Tier 1 students are provided instruction through the Ready program and IReady programs in both reading and math. Tier 1 students will also be receiving instruction through instruction in content rich reading passages and various vocabulary strategies. Tier 2 students are divided into intervention groups, according to data from iReady and previous EOG scores, where student gaps are addressed during a 45 minute remediation block. Direct instruction is provided 2-3 times per week for math and reading. Tier 3 students will receive direct instruction daily during intervention blocks, and will be progress monitored on a more regular basis. Evidence for this indicator will include an intervention spreadsheet, iReady reports, and minutes from meetings among intervention teachers.		Darrell Peterson	05/22/2020
Actions			13 of 18 (72%)		
9/17/18	The district will give teachers professional development in the I-Ready program and content coaches will also assist in professional development for intervention teachers and provide strategies for mastering vocabulary.	Complete 09/07/2019	Laura Lalonde	09/26/2018	
<i>Notes:</i>					
9/17/18	School-Wide teachers and students will Drop Everything And Read for a minimum of 20 minutes during Bear Boost every Thursday. This will be measured by weekly walk-throughs on Thursdays during Bear Boost.	Complete 09/13/2018	Michael Culbreth	09/28/2018	
<i>Notes:</i>					

9/17/18	Based on last year's EOG Reading and Math scores and diagnostic-1 data from iReady, we will identify those students who need tier 2 interventions during Bear Boost time (intervention block) for the first intervention cycle.	Complete 10/22/2018	Melissa Anderson-Shumate	10/01/2018
<i>Notes:</i>				
9/17/18	Student progress will be monitored by using Diagnostic and growth monitoring assessments at the end of each cycle. Data analysis will occur during Math and Reading PLC to determine the student's new placement and if the need for ongoing intervention is still applicable.	Complete 11/05/2018	Leslie Lackey	11/05/2018
<i>Notes:</i>				
9/17/18	Teachers will implement a variety of methods to teach Content area Vocabulary/Stems and Standardized testing vocabulary. Teachers will report out strategies they are using during monthly Focus Team Meetings.	Complete 12/18/2018	Scott Chenevey	12/18/2018
<i>Notes:</i>				
1/15/19	PLCs will meet after 2nd I Ready Diagnostic to look at data. This will determine those students needing interventions in reading and math for the next cycle.	Complete 01/22/2019	Kaitlyn Alford	01/22/2019
<i>Notes:</i>				
2/20/19	PLCs will meet and look at NC Check in and I Ready assessment data. This will determine those students needing interventions in reading and math for the next cycle.	Complete 03/28/2019	Kaitlyn Alford	03/29/2019
<i>Notes:</i>				
9/26/19	iReady Universal Diagnostic 1 given to all students in Reading and Math	Complete 08/30/2019	Robert Sipes	08/30/2019
<i>Notes:</i>				
9/7/19	Training and Implementation of Sonday System interventions for students with phonemic gaps (based on iReady Diagnostic 1). Padgett and Jones will be trained and begin implementation during Bear Boost.	Complete 09/16/2019	Donna Jones	09/16/2019
<i>Notes:</i> Training with Doug Barrett. Implementation on a daily basis throughout the school year in intervention groups.				
9/17/19	Creation of Tier 1 RIOT plans for 2019-2020 school year in Literacy, Math, and Behavior by content coaches (Parks, Hill) and MTSS-B Chairs (Lentz, Swofford)	Complete 09/25/2019	Heather Dollevoet	09/27/2019
<i>Notes:</i> Tier 1 Riot plans will support interventions/enrichment in each area.				
9/25/19	Teachers will be given Professional Development on AVID instructional strategies. The point of emphasis for this training will be notetaking	Complete 09/30/2019	Windy Atkins	09/30/2019
<i>Notes:</i>				

9/25/19	Students identified with gaps in phonics will be placed in the Sunday System class to class reading gaps	Complete 09/30/2019	Donna Jones	09/30/2019
<i>Notes:</i>				
9/7/19	Based on last year's EOG Reading and Math scores and diagnostic-1 data from iReady, we will identify those students who need tier 2 interventions during Bear Boost time (intervention block) for the first intervention cycle.	Complete 10/01/2019	Kelly Owen	10/01/2019
<i>Notes:</i>				
10/1/19	Students will be selected for AVID elective class to be held during Bear Boost. Students will go through an application process.		Laura Lalonde	10/04/2019
<i>Notes:</i>				
9/7/19	Based on diagnostic results and EOG results, students shown with significant gaps will be placed into tier 2 using RTI Stored. Intervention groups will be placed as groups so that they can be easily tracked by teachers and MTSS Coordinator.		Heather Dollevoet	10/10/2019
<i>Notes:</i>				
9/26/19	Group Monitoring 1 (through iReady) will be completed for all students in intervention (Bear Boost) groups.		Heather Dollevoet	10/25/2019
<i>Notes:</i>				
9/26/19	Group Monitoring 2 (through iReady) will be completed for all students in intervention (Bear Boost) groups.		Heather Dollevoet	11/22/2019
<i>Notes:</i>				
9/27/19	iReady Universal Diagnostic 2 given to all students in Reading and Math.		Robert Sipes	12/19/2019
<i>Notes:</i>				
Implementation:		09/17/2018		
Evidence	2/13/2018			
Experience	2/13/2018			
Sustainability	2/13/2018			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have tier 1 universal expectations (MTSS) in place, we analyze student data to place students into tier 2 (behaviors that deal with emotional concerns). Mentors are available for students identified by staff for this need, and a grief group is available for students weekly.	Limited Development 05/16/2017		
<i>How it will look when fully met:</i>		All students emotional states and needs will be assessed through various means including class room teacher, counselor or administrative observation. Parent input will also be used. A system of identifying students in emotional stress will be implemented, along with a plan to support the student. This system will mirror and sometimes will be intertwined with the MTSS process. In this system of support, students will also move along a tiered system of emotional support based on the student need.		Kim Swofford	06/01/2020
Actions			4 of 6 (67%)		
3/1/19	Students will for be screened Support for Students Experiencing Trauma (SSET) support group. This is for students who are identified in needing help with coping skills in relation to trauma they have experienced	Complete 03/25/2019	Kim Swofford	03/25/2019	
<i>Notes:</i>					
3/1/19	The SSET group will be implemented and will meet once per week for 10 weeks.	Complete 06/03/2019	Gayle Crater	06/01/2019	
<i>Notes:</i>					
3/11/19	A comprehensive list of students in need of emotional support will be kept by counselors and will be shared with necessary staff. A system of leveled support will be established for students based on each students individual need.	Complete 06/07/2019	Windy Atkins	06/08/2019	
<i>Notes:</i>					
9/7/19	All staff will be trained to assist students dealing with social and emotional issues.	Complete 09/30/2019	Tina Fox	09/30/2019	
<i>Notes:</i>					
9/7/19	Morning meeting will be implemented during Bear Boost on a weekly basis. During this time, teachers will allow students to discuss issues that may be bothersome and also provide activities that help students cope with and overcome social and emotional problems.		Scott Chenevey	10/15/2019	
<i>Notes:</i>					

10/1/19	A folder will be shared with staff that will contain lessons, strategies and activities that can be used by staff during morning meeting/family time. This folder will be updated monthly.		Nichole Lentz	05/22/2020
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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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
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<i>Initial Assessment:</i>	We currently have focus and department meetings in place monthly, but meetings should include discussions of best instructional and classroom management strategies, along with schoolwide processes that can improve student learning.	Limited Development 05/16/2017		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
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How it will look when fully met:	When this objective is fully met, Leadership, Focus, Department and School Improvement teams will meet regularly (at least once a month) Each meeting will have have set agendas, keep minutes, stay focused, and follow through with plans that are made. Discussion on effective practices will range from curriculum/instruction, behavioral strategies/processes, etc. Evidence that will be needed to show that this objective is fully met includes: agendas, meeting minutes, and attendance records.	Objective Met 11/13/18	Crystal McDaniel	06/07/2019
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Actions				
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9/17/18	Leadership meetings will occur weekly. This will include the Principal, Assistant Principal, Content Coach (if available), Media Specialist, and Counselor. An NC Star agenda item will be added to the agenda each weekly. Meeting agendas will be uploaded into NCStar as evidence.	Complete 09/07/2018	Corey Saunders	10/12/2018
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<i>Notes:</i>				
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9/17/18	Focus team meetings will meet monthly to discuss among other things, NC Star progress. A standing agenda item will be on the agenda. Meeting agendas will be uploaded into NCStar as evidence.	Complete 09/25/2018	Windy Atkins	10/27/2018
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<i>Notes:</i>				
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9/17/18	Department teams will meet monthly as a PLC to discuss, among other things, NC Star progress. A standing agenda item will be added to each meeting. Meeting agendas will be uploaded into NCStar as evidence.	Complete 10/23/2018	Skye Templeton	11/10/2018
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<i>Notes:</i>				
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9/17/18	The School Improvement Team voted on by the various other school teams will meet monthly to discuss among other things NC Star progress. A standing agenda item will be added to each meeting. Meeting agendas will be uploaded into NCStar as evidence.	Complete 10/16/2018	Kelly Owen	11/30/2018
<i>Notes:</i>				
Implementation:		11/13/2018		
Evidence	2/13/2018			
Experience	2/13/2018			
Sustainability	2/13/2018			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Curriculum and classroom instruction is monitored through classroom walkthroughs and observations required through NCEES. Feedback is given through post-observation conferences with teachers.		Limited Development 05/26/2017		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Through the use of classroom walkthrough data, individual teacher/administrator dialogue, and teacher observations, decisions are made as to what topics are included during Early Release Day professional development opportunities.	Limited Development 05/26/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently evaluate staff using the NCEES instrument and district-developed classroom walkthrough tool. Staff efforts and accomplishments are recognized in the weekly Leadership Team minutes and at staff meetings. Teacher recruitment and interviewing for positions is done when given the opportunity to hire for a new position or replace teachers.	Limited Development 05/26/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school sends out weekly email/connect-ed messages to parents and the website is updated frequently. Supplemental Communication is also available through Facebook and Twitter. Some teachers communicate to parents through newsletters, Canvas, Parent Portal, and through personal webpages.	Limited Development 05/26/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			Throughout the year, parents will receive communication concerning instruction and curriculum in a variety of ways. Information will be shared through various online platforms, hard-copies sent home with students, and face-to-face parent meetings throughout the year. Evidence for this objective will include screenshots of teacher websites, resources and feedback from parents throughout the year.		Gayle Crater	06/07/2019
Actions				4 of 7 (57%)		
	9/17/18	All staff will respond to emails or return calls as soon as possible. The goal is to respond within 24 hours if possible.		Complete 11/05/2018	Cindy Rowland	11/05/2018
<i>Notes:</i>						
	9/18/18	Teachers will keep their webpages up to date with the following minimum requirements: "About Me" section, contact information, schedule, link to curriculum/course syllabus. These should be updated weekly.		Complete 11/30/2018	Angela Revels	11/30/2018
<i>Notes:</i>						
	9/18/18	First block teachers will make a contact to parents by the student's third absences. This contact will be logged in the Parent Contact log located on the Symbaloo. This will be monitored by our Attendance Counselor.		Complete 12/03/2018	Kim Swofford	12/03/2018
<i>Notes:</i>						
	2/20/19	North Middle will host a parent information night in February to provide parents with skills in dealing with online dangers and warning signs to look for in their students. Information will also be given on High School and College readiness activities from our new graduation coach.		Complete 03/04/2019	Tina Fox	03/04/2019
<i>Notes:</i>						

9/26/19	The school webpage and other social media will be updated weekly with needed information.		Gayle Crater	05/21/2019
<i>Notes:</i>				
9/7/19	Teachers will update grades into PowerSchool on a weekly basis.		Tonya Cassidy	11/01/2019
<i>Notes:</i>				
9/26/19	A weekly update message will be sent via phone and email to parents to communicate various information that parents need.		Jeff Parris	05/21/2020
<i>Notes:</i>				
Implementation:		05/01/2018		
Evidence	5/1/2018			
Experience	5/1/2018			
Sustainability	5/1/2018			