

Comprehensive Progress Report

Mission: We, the staff of East Iredell Middle School, are committed to providing a high quality education in a safe and secure environment for all students and staff members in a digital, global society. Our Vision: EIMS: Where every child has a dream and all staff help them achieve it.

Vision: EIMS is a safe, student-centered environment where we ignite a passion for learning and leading. We seek to provide a high quality education for all students and staff members in a digital, global society.

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

- Based on End of Grade Reading and Math data, 100% students will gain and or maintain one years growth.
- To improve school culture, monthly office referrals will be reduced by 50% for every grade level and 10% of eligible students for positive behavior rewards by 10% quarterly.
- In order to build teacher capacity, 100% of teachers will attend and actively participate in PLCs school wide.

☰ Activity in the last 3 months

! = Past Due Objectives		KEY = Key Indicator	
Core Function:		Dimension A - Instructional Excellence and Alignment	
Effective Practice:		High expectations for all staff and students	
	A1.05	ALL teachers individualize instructional planning in response to individual	
<i>Initial Assessment:</i>		All students will receive research-based intervention curriculum supports, and/or	
How it will look when fully met:		Accelerated KnightTime programs with a focus on bridging math and reading gaps	
Actions			
	9/30/21	Data day to assess iReady Diagnostic in Reading and NC Check-in Data	
<i>Notes:</i>			
	9/30/21	Regular PLC meetings to assess student progress	
<i>Notes:</i> Meeting notes to be linked to SIT plan			
	9/30/21	Implement core strategies for all students; academic vocabulary focus	
<i>Notes:</i>			
	9/30/21	School Wide celebration of student growth on goals	
<i>Notes:</i> To follow 2nd and 3rd iReady Diagnostics			
	9/30/21	Data day to assess iReady Diagnostic in Math and NC Check-in Data	
<i>Notes:</i>			
	9/20/22	Use iReady an Lexia Learning data to monitor and individualize learning for	
<i>Notes:</i>			
	9/20/22	Students will have personal and online tutoring (Carnage tutoring) will be	
<i>Notes:</i>			

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	
<i>Initial Assessment:</i>		We offer different tiers of support in the classroom, as we follow MTSS. Our	
		Priority Score: 3	Opportunity Score: 1
How it will look when fully met:			
Actions			

12/6/16	The Administrative Leadership Team will establish a plan for Professional
<i>Notes:</i>	The plan was completed and is on file and in principal's office.
9/29/17	Students at-risk for failing grades, attendance, and/or behaviors will be named
<i>Notes:</i>	
9/29/17	Identified students will be referred to their Advisory Teacher to monitor.
<i>Notes:</i>	
9/29/17	At the end of the 1st quarter, failures from each grade level will be identified and
<i>Notes:</i>	
9/29/17	6th Grade failures will receive a one on one session to determine how we can get
<i>Notes:</i>	-At this time there are no 6th graders that are failing 3 or more core classes.
9/29/17	7th grade failures will be placed in the Dream Big group.
<i>Notes:</i>	-Met with all 7th & 8th graders that are failing 3 or more core classes. (28
9/29/17	8th grade failing students will be placed in the Dream Big group.
<i>Notes:</i>	-Met with all 7th & 8th graders that are failing 3 or more core classes. (28
9/29/17	The Dream Big group will complete monthly activities to get them on the right
<i>Notes:</i>	-Met with all 7th & 8th graders that are failing 3 or more core classes. (28
9/20/18	Teachers will review historical EOG data, iReady diagnostics, and any other
<i>Notes:</i>	
9/20/18	Grade Level Teams will homogeneously group students needing intervention and
<i>Notes:</i>	
9/20/18	Admin will develop a walk through instrument for Knight Time classes based on
<i>Notes:</i>	
9/20/18	Admin will share the Tier 2 walk through instrument with the SIT.
<i>Notes:</i>	
9/20/18	Admin will conduct Tier 2 walk throughs during Knight Time classes in order to
<i>Notes:</i>	This process will be reviewed on the target date.
9/5/19	Add additional sections of advanced class per subject/per grade level
<i>Notes:</i>	
9/5/19	Use End of Year data (iReady Diagnostics, EOG scores, classroom grades, and/or
<i>Notes:</i>	
9/5/19	Using the Instructional Grouping Report from Ready, group students according to
<i>Notes:</i>	
9/6/19	Review the shield criteria at staff meeting
<i>Notes:</i>	
9/6/19	Request funding for Shield Store
<i>Notes:</i>	
9/6/19	Develop Criteria for Welcome Wagon/Wellness Wagon
<i>Notes:</i>	
9/6/19	3. Conduct a survey for student input on absence emails
<i>Notes:</i>	
9/6/19	Create a recognition for Perfect Attendance
<i>Notes:</i>	
9/6/19	Deploy the Welcome Wagon/Wellness Wagon
<i>Notes:</i>	
9/6/19	All teachers attend suicide awareness PD.
<i>Notes:</i>	
9/6/19	Compile a list of OSS students and number of days for each kid.
<i>Notes:</i>	
9/5/19	Teachers will analyze data and compare to student schedules/instructional
<i>Notes:</i>	
9/5/19	Evaluate the effectiveness of additional advanced classes, based on classroom
<i>Notes:</i>	

	9/6/19	Informal walkthroughs and checking Noviance to make sure lessons are being
	<i>Notes:</i>	
	9/5/19	Schedule Change requests will be submitted accordingly based on data analysis of
	<i>Notes:</i>	
	9/16/20	Using the Instructional Grouping Report from Ready, regroup students according
	<i>Notes:</i>	
	9/5/19	Infercabulary will be used by all ELA teachers on a weekly basis.
	<i>Notes:</i>	
	9/5/19	Academic teachers will be using a subject- specific online learning tool on a
	<i>Notes:</i>	Freckly
	9/16/20	Teachers will analyze data and compare to student schedules/instructional
	<i>Notes:</i>	
	9/5/19	Math and Reading Teachers will give the Beginning/Middle/End of Year Diagnostic
	<i>Notes:</i>	
	9/5/19	Teacher will analyze data with content coaches after all NC Check Ins/Benchmarks.
	<i>Notes:</i>	Data Days are as follows:
	9/5/19	Student performance will be reviewed monthly to ensure students are
	<i>Notes:</i>	
	9/16/20	Change intervention based on the largest gap according based on data analysis of
	<i>Notes:</i>	The timeline of changing could vary based on data that is collected from work
	9/6/19	Analyze OSS data and determine next steps to support our students.
	<i>Notes:</i>	
	9/5/19	Every teacher will have a system in place in order to address learning gaps and
	<i>Notes:</i>	
	9/6/19	All teachers implement weekly Morning Meeting in classes.
	<i>Notes:</i>	Mon/Thur: Social Emotional
Implementation:		
	<i>Evidence</i>	3/12/18
	<i>Experience</i>	3/12/18 PLCs are improving instruction based on needs. Dream Big groups are
	<i>Sustainability</i>	3/12/18
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in
Initial Assessment:		
		By June 2021, increase offerings for te number of culturally relevant, equity-
How it will look when fully met:		
		To further move towards the districts vision of professional learning and support,
Actions		
	9/30/21	Training for staff on Second Step Curriculum
	<i>Notes:</i>	Guidance department provides training to staff
	9/30/21	Adjustment to schedule to accommodate time needed for Second Step lessons
	<i>Notes:</i>	Second step to be implemented daily during Homeroom with the longer lessons
	9/30/21	Bimonthly support sessions for beginning teachers
	<i>Notes:</i>	
	9/30/21	Diversity and Equity support from DreamBuilders
	<i>Notes:</i>	Support provided by DreamBuilders to support shift to student-centered
	9/20/22	Utilize guidance counselors to mediate and diffuse disagreements among
	<i>Notes:</i>	
	9/20/22	Guidance staff will conduct restorative circles to reduce number of suspensions of
	<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

Initial Assessment:	From the District: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data.
How it will look when fully met:	School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and
Actions	
12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT
<i>Notes:</i>	
12/9/16	Utilize the data obtained through analysis to determine PD needs.
<i>Notes:</i>	Real time completion will by systematically revisted
12/9/16	Select research based professional development aligned with gaps
<i>Notes:</i>	Real time completion will by systematically revisted
12/9/16	Develop continuum of professional development opportunities.
<i>Notes:</i>	Real time completion will by systematically revisted
9/5/19	Administration will analyze school performance data to determine areas of focus
<i>Notes:</i>	
9/5/19	Administration will communicate with content coaches which teachers will need
<i>Notes:</i>	
9/30/21	Schedule regular Data Day for review of student progress
<i>Notes:</i>	Data Days on East Calendar:
9/5/19	Develop an Observation Feedback/Post Conference document to record ongoing
<i>Notes:</i>	
9/5/19	Administration will develop a walkthrough instrument with a focus aligned to
<i>Notes:</i>	
9/15/20	Conduct CWT's using tool designed by admin
<i>Notes:</i>	
9/20/22	Conduct observations pre and post conferences in a timely fashion.
<i>Notes:</i>	
9/20/22	Admin will give feedback in a variety of ways. The feedback will be given via email,
<i>Notes:</i>	This will be completed in cycles. With feedback and should encompass a full

9/22/2022

, positive environment so our students will become life-long learners and
n achieve it.

first to understand every child's voice to help them grow and reach their

with for every grade level.

00% of staff will implement morning meeting and increase number of

level and district level professional developments.

Implementation Status	Assigned To	Target Date
Limited Development 09/28/2021		
	Kathy Walker	06/30/2023
0 of 7 (0%)		
	Brenzell DeLay	05/20/2021
	Kathy Walker	05/20/2022
	Aisha Santos	05/20/2022
	Kathy Walker	05/20/2022
	Walker and Johnson	06/30/2023
	Classroom core	06/30/2023
	Santos	06/30/2023

Implementation Status	Assigned To	Target Date
Limited Development 10/04/2016		
Index Score: 3		
	Kathy Walker	06/30/2023
31 of 39 (79%)		

Complete 01/31/2017	Tonya Houpe	06/08/2017
Complete 09/19/2017	Becky Rader	09/19/2017
Complete 10/31/2017	Becky Rader	10/31/2017
Complete 11/15/2017	Tonya Houpe	11/15/2017
Complete 01/30/2018	Natalie Kelly	01/30/2018
Complete 01/30/2018	Tonya Houpe	01/30/2018
Complete 01/30/2018	Tonya Houpe	01/30/2018
Complete 01/30/2018	Natalie Kelly	01/30/2018
Complete 09/07/2018	Lisa Brooks	09/07/2018
Complete 09/21/2018	Lisa Brooks	09/21/2018
Complete 09/28/2018	Lisa Brooks	09/28/2018
Complete 10/02/2018	Lisa Brooks	10/02/2018
Complete 05/01/2019	Tonya Houpe	05/01/2019
Complete 07/29/2019	Tonya Houpe	06/30/2019
Complete 07/31/2019	Tonya Houpe	07/31/2019
Complete 08/09/2019	Lisa Brooks	08/10/2019
Complete 09/10/2019	Renee Jewell	09/10/2019
Complete 09/15/2019	Elise Sholar	09/15/2019
Complete 09/17/2019	Elise Sholar	09/17/2019
Complete 09/24/2019	Elise Sholar	09/24/2019
Complete 09/24/2019	Christa Grega	09/24/2019
Complete 09/30/2019	Jacey Gorman	09/30/2019
Complete 09/30/2019	Tonya Houpe	09/30/2019
Complete 09/30/2019	Elise Sholar	09/30/2019
Complete 11/26/2019	Lisa Brooks	11/15/2019
Complete 11/26/2019	Lauren Roberts	11/15/2019

Complete 11/26/2019	Rebecca Wilbur	11/30/2019
Complete 01/31/2020	Lisa Brooks	12/15/2019
Complete 05/28/2021	Lisa Brooks	09/25/2020
Complete 05/28/2021	Leigh Brown	05/28/2021
Complete 05/28/2021	Leigh Brown	05/28/2021
	Kathy Walker	01/14/2022
	Kathy Walker	05/27/2022
	Kathy Walker	05/27/2022
	Aisha Santos	05/28/2022
	Walker and Johnson	06/30/2023
	Benjamin Johnson	06/30/2023
	Kathy Walker	06/30/2023
	Kathy Walker	06/30/2023
05/21/2019		
Implementation Status	Assigned To	Target Date
Limited Development 09/30/2021		
	Lynn Stone	06/30/2023
0 of 6 (0%)		
	Deleah Dorsey	06/30/2023
	Aisha Santos	06/30/2023
	Walker and Johnson	06/30/2023
	Kathy Walker	06/30/2023
	Walker	06/30/2023
	Santos	06/30/2023



Implementation Status	Assigned To	Target Date
------------------------------	--------------------	--------------------

Limited Development 10/16/2016		
	Kathy Walker	06/30/2023
2 of 12 (17%)		
	Jed Stus	08/31/2017
	Jonathan Ribbeck	08/31/2017
	Jed Stus	08/31/2017
	Jed Stus	08/31/2017
Complete 09/20/2019	Tonya Houpe	09/20/2019
Complete 09/30/2019	Lisa Brooks	09/30/2019
	Kathy Walker	10/01/2021
	Kathy Walker	10/30/2021
	Kathy Walker	10/30/2022
	Administration	06/30/2023
	Administration	06/30/2023
	Administration	06/30/2023