

Comprehensive Progress Report

Mission: We at East Iredell Middle School, are committed to educating tomorrow's leaders, today, through Kindness, Nobility, Integrity, Guidance, Honor, Teamwork, and Self-Confidence in a safe and productive environment.

Vision: East Iredell Middle School is where every child has hopes and dreams; all staff help them achieve it by developing strong, nurturing relationships to foster leaders of today and tomorrow.

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

1. Based on End of Grade Reading and Math data, 100% students will gain and or maintain one years growth for every grade level.
 2. To improve school culture, monthly office referrals will be reduced by 50% for every grade level and 100% of staff will implement morning meeting and increase number 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 level and district level professional developments.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Partial implementation in place. Must be revisited due to staff turnover and Capturing Kids Hearts expectation.	Limited Development 08/28/2023		
<i>How it will look when fully met:</i>		<p>By the end of the school year, OSS numbers will decrease by 25% from the previous year with 100% of staff reinforcing classroom and school wide expectations as outlined by the PBIS committee.</p> <p>2022-23 school year OSS days - 586.62 days</p> <p>2023-24 school year - OSS days Goal - 440.06 days</p>		Haley Stutzman	05/31/2024
Actions			1 of 6 (17%)		
8/28/23	Decide if staff will use paper shields or Critter Coin (online)		Complete 08/28/2023	Haley Stutzman	08/29/2023
	<i>Notes:</i> Staff decided on paper shields in a different color as previous				
8/28/23	Shields will be distributed to all staff in a baggie with their name on the bag. Each bag will contain 40 shields.			Tiffany Renwick	09/08/2023
	<i>Notes:</i> Ms. Renwick will cut and distribute shields to all staff.				
8/28/23	Staff must be trained on the PBIS School-wide expectations			Haley Stutzman	09/12/2023
	<i>Notes:</i>				
8/28/23	Open up Shield Store more often. Schedule Shield Store on Early Release days.			Haley Stutzman	09/13/2023
	<i>Notes:</i> ER days:				
	10/4				
	12/6				
	2/21				
	3/20				
	4/24				
8/28/23	Teachers will teach and reinforce the school-wide and classroom expectations by handing out shields to students who display correct behaviors.			Haley Stutzman	09/19/2023

Notes:

8/28/23 Schedule PBIS field trips and communicate these and expectations to all students/parents.

Lisa Brooks

09/19/2023

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

Initial Assessment:

We offer different tiers of support in the classroom, as we follow MTSS. Our teachers use the Ready program in conjunction with standards-aligned instructional units to deliver core instruction. Our students also have access to the iReady program, which is an online program that tailors lessons to individual student needs. This program is an integral part of our Tier 1 Core Instruction. For Tier 2, we provide intervention time for forty minutes per day. Teachers focus on reading or math gap areas during this time. We also provide another layer of support, as our Tier 3, for students needing the highest level of instructional support, by delivering research-based interventions, according to the child's individual needs. .

This year, a major focus of our work will be to develop, monitor, and track the effectiveness of the implementation of Tier 2 interventions. We are focusing on using the Lexia program this year with fidelity for reading interventions.

Limited Development
10/04/2016

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>1 - Improve academic growth and reduce the achievement gap in reading and math as measured by iReady , EVAAS, and other assessments.</p> <p>2 - Improve student attendance measured by PowerSchool attendance records</p> <p>3 - Decrease the number of ODRs as measured by Ed Handbook</p>			Aisha Santos	05/31/2024
Actions			1 of 9 (11%)		
9/5/23	Students will be scheduled in KT based on EOG scores and iReady diagnostics for the Lexia program.		Complete 08/07/2023	Lisa Brooks	08/07/2023
	<i>Notes:</i>				
9/5/23	Implement the I-SS Chronic absenteeism/truancy steps (flow chart)			Linda Batchelor	09/08/2023
	<i>Notes:</i> This flow chart will be shared with staff on 9/5				
9/5/23	Once all students complete the iReady diagnostic - Tier 1 core plans will be created based on overall gaps in both Reading and Math			Aisha Santos	09/15/2023
	<i>Notes:</i>				
9/5/23	Teachers and support services will document their contacts with parents for attendance purposes on the grade level spreadsheets			Linda Batchelor	05/31/2024
	<i>Notes:</i> Grade level spreadsheets are on the EIMS Google Site				
9/5/23	Principal will call for attendance at 10 days			Lisa Brooks	05/31/2024
	<i>Notes:</i>				
9/5/23	Teachers will review data from iReady diagnostics and analyze student gap areas.			Aisha Santos	05/31/2024

<i>Notes:</i>				
9/5/23	Teachers will evaluate student growth as compared to EVAAS projections		Aisha Santos	05/31/2024
<i>Notes:</i>				
9/5/23	As a school, we will track discipline numbers using Educator's Handbook.		Lisa Brooks	05/31/2024
<i>Notes:</i>				
9/5/23	Teachers will contact parents regularly for behavior and academic issues.		Lisa Brooks	05/31/2024
<i>Notes:</i>				
Implementation:		05/21/2019		
Evidence	<p>3/12/18 The school's administrative leadership team will make a formal plan for professional development. This plan will be based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. Data from the Dream Big group will be analyzed for student growth.</p> <p>6/6/2017 The school's administrative leadership team made a formal plan for professional development. This plan was based on EVAAS data, information obtained from the EOG Subscore Summary Report, classroom observation data, and teacher PDP plans. I</p>			
Experience	<p>3/12/18 PLCs are improving instruction based on needs. Dream Big groups are improving instruction based on needs.</p> <p>6/6/2017 PLCs are improving instruction based on needs.</p>			

Sustainability

3/12/18

PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will continue to create units of instruction. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument. The principal and assistant principal will continue to monitor students who may be failing 3 or more classes to get them into curriculum assistance.

6/6/2017

PLCs will continue to insure that the core instruction delivered at Tier 1 is rigorous enough to grow students at least one year, if not more, and is aligned to the standards. PLCs will create units of instruction, complete with formative assessments, and evaluate these plans as a PLC and/or department. The principal and assistant principal will continue having thorough post observation conferences in which a teacher receives a detailed feedback report for professional growth. Teachers also receive feedback via the Classroom Walkthrough Instrument.

	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>			Less than 10% of staff are trained in Check & Connect to be a mentor.	Limited Development 09/30/2021		
<i>How it will look when fully met:</i>			100% of certified staff will be trained as a Check & Connect mentor by the end of the 2023-24 school year and 100% of students will be able to identify at least 1 trusted adult in the building by the end of the 23-24 school year. Objectives: 1 - Create an environment that is safe for students 2 - Create an environment that holds students accountable and is conducive for learning 3 - Create an environment that is more inclusive and culturally aware		Madeleine Tutterrow	05/31/2024
Actions				2 of 12 (17%)		
	9/30/21	Create master schedule to accommodate SEL curriculums - Proactive circles and Second Step		Complete 06/12/2023	Lisa Brooks	06/30/2023
<i>Notes:</i>						
	8/28/23	Knight time calendar will be created with Proactive circle discussion topics added		Complete 08/14/2023	Deleah Dorsey	08/25/2023
<i>Notes:</i>						
	9/30/21	Training for staff on Second Step Curriculum			Deleah Dorsey	09/20/2023
<i>Notes:</i> Guidance department provides training to staff						
	8/28/23	Build healthy relationships with students and staff and between students using proactive circle discussions			Deleah Dorsey	12/20/2023
<i>Notes:</i>						
	8/28/23	All staff attend Check & Connect training - 11/1/2023 and 2/9/2024			Lisa Brooks	02/09/2024
<i>Notes:</i>						
	8/28/23	Foster healthy productive relationships in building school and classroom community through social contracts, good things, and other CKH components.			Lisa Brooks	05/31/2024
<i>Notes:</i>						
	9/30/21	Monthly support sessions for beginning teachers			Aisha Santos	05/31/2024

<i>Notes:</i>			
9/20/22	Utilize guidance counselors to mediate and diffuse disagreements among students.		Mark Wellman 05/31/2024
<i>Notes:</i>			
9/20/22	Guidance staff will conduct restorative circles to reduce number of suspensions of students.		Lisa Brooks 05/31/2024
<i>Notes:</i>			
8/28/23	Model behaviors that students are expected to adhere to		Lisa Brooks 05/31/2024
<i>Notes:</i>			
8/28/23	Teach PBIS school-wide expectations		Deleah Dorsey 05/31/2024
<i>Notes:</i>			
8/28/23	All staff trained in Capturing Kids Hearts		Lisa Brooks 08/31/2024
<i>Notes:</i>			

Core Function:	Dimension C - Professional Capacity
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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>			From the District: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development. From the School: We have been addressing school needs with our professional development. Last year, all of our teachers began work toward obtaining their Global Digital Educator Badge. The entire staff was also trained in SIOP strategies last year. These trainings were in response to our struggling reading proficiency scores. Our district also provides professional development aligned to curriculum standards. We need to look further into our results to ensure alignment and rigor.	Limited Development 10/16/2016		
<i>How it will look when fully met:</i>			School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.		Amy Snyder	06/30/2023
Actions				0 of 3 (0%)		
	9/5/23	Schedule leadership weekly meetings - Tuesday at 9am			Lisa Brooks	08/14/2023

Notes:

9/5/23 Develop/revise a classroom walkthrough tool.
Include items like - instructional strategies, engagement of students,
CKH implementation, use of bell ringers, exit tickets, etc

Amy Snyder

09/30/2023

Notes:

9/5/23 Survey staff - what more training is needed

Amy Snyder

09/30/2023

Notes: