

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:

By June 2025 as measured by our performance composite scores, East Iredell Middle School will increase our school performance grade score from 31 to 41. (A1.07, A4.01, C2.01)

By the end of the 2025 school year, EIMS will have reduced office discipline referrals by 25% in Educator's Handbook as a result of effective implementation of tiered behavior supports and SEL interventions to address the social and/or emotional needs of all students. (A1.07, A4.06)

Within the 2024-25 school year, our TSI school will implement the following evidenced-based interventions, iReady, Lexia, and TransMath to increase overall performance of SWD & ELL students by 5% in Reading, Math, and Science EOG Scores. (A4.01, D.1.02))

All families will receive individualized communication regarding their student's academic performance and/or behavioral needs through teacher and/or staff communication. In addition, schoolwide expectations, resources and general information will be shared by administration weekly through calls, emails and social media outlets. (E 1.06)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA directed all purchases through ESSER funds. There were significant vacancies in core content areas.	Limited Development 06/26/2024		
<i>How it will look when fully met:</i>		When fully met the SIT will vote and approve budget allocations and the alignment of time and resources to instructional priorities.		Charlotte Dison	05/22/2025
Actions			2 of 3 (67%)		
	9/8/24	LEA makes the decision on what uniform programs, across the district, our special programs uses (ie ELL and EC)	Complete 07/01/2024	Kelly Cooper	07/01/2024
	<i>Notes:</i>				
	6/26/24	SIT will discuss master schedule and yearly budget.	Complete 08/16/2024	Victoria Goldrick	08/30/2024
	<i>Notes:</i>				
	9/8/24	SIT will be involved with school budget decisions.		Brenda Lambert	12/20/2024
	<i>Notes:</i>				

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

Initial Assessment:

2023-2024: We offer different tiers of support in the classroom, as we follow MTSS. Our teachers use the Common Lit program in conjunction with standards-aligned instructional units to deliver core instruction in the ELA classrooms. Our students also have access to the iReady program, which is an online program that tailors lessons to individual student needs in Reading and Math. 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 struggle to provide the additional layer of support for our Tier 3 students who need 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.

EC Teachers in Resource have been provided Lexia and Trans-Math from the EC Department. Extended Content Teacher has been provided Unique Learning System Curriculum from the EC Department.

Evidence of full implementation would include: Core Plans, Tier 2 and 3 Plans, Data Collection, Implementation of Programs with Fidelity

5/24/24. Not done with fidelity. I-Ready should have been done within 45 minutes, i.e. as homework or during a designated time at school. Set expectations/ provide incentives. My Lexia- some teachers taught the lessons, etc, others just had students work on key concepts in the lessons which isn't how the program was designed.

Limited Development
10/04/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>GOAL: By 2025, as measured by our performance composite scores, East Iredell Middle School will increase our school performance grade score by 32% from 31 to 41. (A1.07, A4.01, C2.01)</p> <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>			Carol Clarkin	06/01/2025
Actions			7 of 12 (58%)		
9/5/23	Students will be scheduled in KT based on EOG scores and iReady diagnostics for the Lexia program.		Complete 08/07/2023	Natalie Spencer	08/07/2023
	<i>Notes:</i>				
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		Complete 11/29/2023	Allyson Hunter	09/15/2023
	<i>Notes:</i> Santos had to attend RTI Stored training which did not happen until October. Could not meet target date until training was received.				
9/5/23	Teachers and support services will document their contacts with parents for attendance purposes on the grade level spreadsheets		Complete 05/24/2024	Allyson Hunter	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	Complete 05/24/2024	Lisa Brooks	05/31/2024
	<i>Notes:</i>			
9/5/23	Teachers will evaluate student growth as compared to EVAAS projections	Complete 05/24/2024	Allyson Hunter	05/31/2024
	<i>Notes:</i>			
8/28/24	Teachers will use data analyzed from I-Ready Diagnostic to plan differentiated Tier 1 instruction.	Complete 09/10/2024	Dr. Stephen Meyer	09/11/2024
	<i>Notes:</i>			
8/28/24	All teachers who teach literacy intervention using Lexia will receive training to effectively implement Lexia.	Complete 08/14/2024	Dr. Stephen Meyer	09/24/2024
	<i>Notes:</i>			
9/5/23	Teachers will review data from iReady diagnostics and analyze student gap areas.		Carol Clarkin	10/01/2024
	<i>Notes:</i>			
9/5/23	As a school, we will track discipline numbers using Educator's Handbook and review for trends weekly in order to closely monitor loss of instructional time for repeat students.		Charlotte Dison	10/15/2024
	<i>Notes:</i>			
8/28/24	We will monitor the fidelity of implementation of Lexia in EC Resource classrooms as well as intervention classrooms quarterly by inspecting the digital dashboard for time and units completed.		Allyson Hunter	10/18/2024
	<i>Notes:</i>			
9/11/24	ELA and Social Studies teachers will be trained on adolescent literacy skills and foundational skills through the ASPIRE reading platform to help strengthen our core reading/literacy skills across curriculum.		Carol Clarkin	12/18/2024
	<i>Notes:</i>			
11/2/23	Within the 2023-24 and 2024-25 school year, our ATSI school will implement the following evidenced-based interventions of Lexia and Trans Math to increase overall performance of SWD & ESL students.		Carol Clarkin	05/24/2025
	<i>Notes:</i>			
Implementation:		05/21/2019		

<p>Evidence</p>	<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>			
<p>Experience</p>	<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>			

<p>Sustainability</p>	<p>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.</p> <p>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.</p>			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	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
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Initial Assessment:

2024-2025:

- Staff Need Trainings for Capturing Kids Hearts, Trauma Trainings, PBIS Expectations, Office vs. Classroom Managed Behaviors, Educator's Handbook (Majors vs. Minors), Check and Connect
- School-Wide Expectations created and shared with all staff.
- Not all Teachers have effective classroom management strategies (setting clear expectations and routines, Social Contracts, CKH four questions) in place. Not all staff follow school-wide expectations/safety process of active supervision in hallways, not using EHall Pass, not using Educator's Handbook correctly, not using the Behavior Support Assistants correctly, and are not collecting Data for those kids that have Behavior Goals and Plans daily.
- Many students and staff at East Iredell Middle School do not understand and model school-wide expectations through showing Honor, Integrity, and Teamwork.
- Administrators and staff use a matrix to determine which behaviors require an office referral and report these appropriately in Educator's Handbook.
- Not all Teachers are supportive of PBIS and are not giving out shields for "positive behavior" support.

Evidence of success will be seen by lower ODR numbers for Majors and Minors, quarterly merit event attendance for PBIS, and informal and formal observations of CKH and Get Better Faster Tool Kit in the classrooms.

Limited Development
08/28/2023

<p>How it will look when fully met:</p>	<p>When this objective is fully met all teachers and staff will have been appropriately trained in Capturing Kids Hearts and PBIS expectations and protocols. All teachers will be modeling behavior expectations and effectively implementing Capturing Kids Hearts and PBIS. Teachers will follow expectations for rewarding positive behaviors and implementing consistent schoolwide expectations in their class. Teachers will positively TEACH students the expectations and reinforce them on a daily basis. Students who are on behavior plans will be monitored and required documentation of interventions and outcomes will be maintained. As a result, there will be fewer Ed Handbook referrals and a more positive climate in our classrooms. This will increase time on task for students and positively impact student achievement.</p> <p>By the end of the school year, ODR numbers in Ed Handbook 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 ODRS - 512</p> <p>2023-24 school year - ODRs Goal - 826</p> <p>2024-2025 school year ODRS goal- 620 actual=</p>		<p>Haley Stutzman</p>	<p>06/01/2025</p>
<p>Actions</p>		<p>12 of 13 (92%)</p>		
<p>8/28/23</p>	<p>Decide if staff will use paper shields or Critter Coin (online)</p>	<p>Complete 08/28/2023</p>	<p>Haley Stutzman</p>	<p>08/29/2023</p>
	<p><i>Notes:</i> Staff decided on paper shields in a different color as previous year. We did not like the technology piece with everything else we use.</p>			
<p>8/28/23</p>	<p>Shields will be distributed to all staff in a baggie with their name on the bag. Each bag will contain 40 shields.</p>	<p>Complete 08/09/2024</p>	<p>Haley Stutzman</p>	<p>09/08/2023</p>
	<p><i>Notes:</i> Stutzman created and gave baggies to each staff member on 8/9/24.</p> <p>We will continue this goal yearly!</p>			
<p>8/28/23</p>	<p>Staff must be trained on the PBIS School-wide expectations</p>	<p>Complete 09/07/2023</p>	<p>Lisa Brooks</p>	<p>09/12/2023</p>
	<p><i>Notes:</i> BOY Faculty Meeting and in Staff Handbook.</p> <p>Brooks went over at Faculty Meeting on 8/5/24.</p>			
<p>8/28/23</p>	<p>Schedule PBIS field trips and communicate these and expectations to all students/parents.</p>	<p>Complete 05/24/2024</p>	<p>Lisa Brooks</p>	<p>05/24/2024</p>

	<p><i>Notes:</i> 11/9/2023 - Trampoline Park (Stutzman is Planning) 1/26/2024 - Bowling Trip (Nelson is Planning) 4/10/2024 - Crawdads Baseball Game (Stutzman & Dison Planning)</p>			
8/28/23	Open up Shield Store more often. Schedule Shield Store on Early Release days.	Complete 05/24/2024	Victoria Goldrick	06/25/2024
	<p><i>Notes:</i> ER days:</p> <p>10/4 - Goldrick/Stutzman Set-Up 12/6- Goldrick/James Set-Up 2/21 - Goldrick 3/20 - Goldrick 4/24 - Goldrick</p> <p>We will continue doing the shield store for next school-year, 2024-2025. Looking at doing one every 2 weeks! Doing fundraiser days at Village Inn and looking at local churches for help on stocking store!</p>			
8/28/23	Teachers will teach and reinforce the school-wide and classroom expectations by handing out shields to students who display correct behaviors.	Complete 05/24/2024	Haley Stutzman	06/25/2024
	<p><i>Notes:</i> Stutzman/Dison will count and update Spreadsheet to keep track of staff numbers.</p> <p>Continue goal for next school-year!</p>			
7/11/24	Update the Schoolwide Behavior Expectations Matrix	Complete 08/01/2024	Haley Stutzman	08/15/2024
	<i>Notes:</i>			
7/11/24	Staff training in MTSS behavior expectations and processes.	Complete 08/06/2024	Deleah Dorsey	08/15/2024
	<i>Notes:</i>			
7/11/24	Staff Handbook review focus on CKH non-negotiables.	Complete 08/07/2024	Lisa Brooks	08/15/2024
	<i>Notes:</i>			
12/6/23	Create and Hang up Expectation Posters in all areas of school	Complete 08/24/2024	Charlotte Dison	08/30/2024
	<p><i>Notes:</i> We will continue this action step for next school year, 2024-2025. Dison will update "posters" so they are more visual and up to date with new expectations.</p> <p>Working on Hanging them up as a team.</p>			
8/20/24	Schedule PBIS Events and communicate these and expectations to all students/staff.	Complete 08/23/2024	Haley Stutzman	09/18/2024

<i>Notes:</i>				
7/11/24	Schedule a CKH traction fidelity visit.	Complete 09/25/2024	Charlotte Dison	09/30/2024
<i>Notes:</i>				
7/11/24	Monitor and address the need for ongoing staff training in CKH. We will use weekly walkthroughs and NCEES observations as well as PLC discussions to monitor staff capacity and needs for support with CKH.		Lisa Brooks	10/30/2024
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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<i>Initial Assessment:</i>	<p>Less than 10% of staff are trained in Check & Connect to be a mentor.</p> <p>2023-2024: Check & Connect is required for all staff to attend and get trained. Second Step Lessons are being implemented Monthly by staff. Staff will be trained on Social Contracts and setting up Classroom Expectations. Pro-Active Circles are being utilized. Since majority of our staff are new teachers we need more trainings on classroom management.</p>	Limited Development 09/30/2021		
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<i>How it will look when fully met:</i>	<p>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.</p> <p>Objectives:</p> <p>1 - Create an environment that is safe for students</p> <p>2 - Create an environment that holds students accountable and is conducive for learning</p> <p>3 - Create an environment that is more inclusive and culturally aware</p>		Charlotte Dison	06/01/2025
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Actions		11 of 15 (73%)		
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9/30/21	Create master schedule to accommodate SEL curriculums - Proactive circles and Second Step	Complete 06/12/2023	Deleah Dorsey	06/30/2023
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	<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>			
12/6/23	Send our SEL Survey to Students	Complete 12/04/2023	Madeleine Tutterrow	12/04/2023
	<i>Notes:</i> Survey was sent out to judge Student Needs for SEL			
8/28/23	Build healthy relationships with students and staff and between students using proactive circle discussions	Complete 05/24/2024	Deleah Dorsey	12/20/2023
	<i>Notes:</i> This involved all staff with those in guidance leading. Continue action step for next school year.			
9/20/22	Guidance staff will conduct restorative circles to reduce number of suspensions of students.	Complete 05/24/2024	Lisa Brooks	05/31/2024
	<i>Notes:</i> Guidance Office Staff : Dorsey, Daniels, Batchelor Continue with action step for next year.			
8/28/23	Model behaviors that students are expected to adhere to	Complete 05/24/2024	Lisa Brooks	05/31/2024
	<i>Notes:</i>			
8/28/23	Teach PBIS school-wide expectations	Complete 09/12/2023	Deleah Dorsey	05/31/2024
	<i>Notes:</i>			
9/30/21	Training for staff on Second Step Curriculum	Complete 05/24/2024	Deleah Dorsey	06/25/2024
	<i>Notes:</i> Guidance department provides training to staff. Monthly Monitoring Training new staff as they arrive As of 11/28/2023, 100% current staff have been trained.			
9/20/22	Utilize guidance counselors to mediate and diffuse disagreements among students.	Complete 09/03/2024	Erica Daniels	09/05/2024
	<i>Notes:</i>			
9/11/24	Second Step lessons will begun to be taught through ELA classes.	Complete 09/20/2024	Casey Palmer	09/24/2024
	<i>Notes:</i>			
9/30/21	Monthly support sessions for beginning teachers	Complete 09/18/2024	Allyson Hunter	10/01/2024

Notes: BT Meetings have been scheduled for:
 Oct. 11 - EIMS Expectations and Teacher Concerns
 Nov. 8 - EC Accommodations, Math Journaling, EHall Passes
 Jan. 10
 March 6
 May 1

Continue with action step for next school year.

8/28/23	Foster healthy productive relationships in building school and classroom community through social contracts, good things, and other CKH components.		Haley Stutzman	10/20/2024
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Notes:

8/28/23	All staff trained in Capturing Kids Hearts		Niakeya James	12/01/2024
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Notes:

9/11/24	Check and Connect will be implemented with fidelity and will be monitored during monthly MTSS behavior PLC's		Erica Daniels	12/20/2024
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Notes:

8/28/23	All staff attend Check & Connect training		Deleah Dorsey	03/20/2025
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Notes: Continue to roll over to next school year!

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		Quarterly academic contracts are created for those students failing two or more classes and include expectations from the school as well as how parents can help their child at home. Teachers also provide classroom expectations and parent involvement guidance in August during open house. The principal provides weekly parent calls each Sunday as well as texts and social media posts regularly. All teachers are required to complete at least five parent contacts per week and document in a digital parent contact log to be shared with the admin team and grade level.	Limited Development 06/26/2024		
<i>How it will look when fully met:</i>		When this objective is fully met parents will receive regular communication from the school regarding how they can help their student at home and school expectations and support. This will be provided through open house, teacher contacts documented in the contact log, scheduled schoolwide parent conferences twice per year, required teacher contact for students failing at progress report time, academic contracts provided each reporting period for any students failing two or more classes, weekly principal information calls and or texts. School social media posts and events throughout the year will also provide information and resources.		Wendy Arnette	05/22/2025
<i>Actions</i>			2 of 3 (67%)		
	8/28/24	Admin will conduct weekly parent calls, texts, emails and social media posts using Blackboard Connect and Facebook. Facebook is linked to the school's official website for parent access.	Complete 08/23/2024	Lisa Brooks	08/25/2024
<i>Notes:</i>					
	6/26/24	Schedule parent conferences on the master calendar. To include first and third nine weeks. This is the minimum expectation as teachers and parents may conduct conferences throughout the year. as	Complete 09/03/2024	Lisa Brooks	09/17/2024
<i>Notes:</i> Oct 22, 2024					
	8/28/24	Teachers will contact parents regularly for behavior and academic issues though emails, or calls and texts through AVAYA.		Wendy Arnette	10/30/2024

Notes: