

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 2026-2027 school year, EIMS will reduce office discipline referrals by 10% to proportionally represent our student demographics in Educator's Handbook as a result of effective implementation of tiered interventions to address the social and/or emotional needs of all students. (A1.07, A4.06)

Within the 2024-25 school year, EIMS will implement 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 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:

2025-2026 - We have adjusted our bell schedule for a Homeroom period to provide a 25 minute block to implement interventions (both academic and behavior). We also offer different tiers of support in the classroom, as we follow MTSS. Our teachers use the CommonLit program in conjunction with the standards-aligned instructional units to deliver core instruction in the ELA classroom. Our students will take 3 ixl diagnostics to gather data on learning in Math and Reading at BOY, MOY, and EOY. Data will be shared with students and parents to facilitate closing of gaps in performance. Students will access Lexia to work on any gaps in Reading, This program helps individualize instruction to meet each student's needs. Data is gathered to record student engagement and performance. Students will also use IXL-Math program to create pathways for individualized lessons and teachers will create lessons to meet students' needs. Data will be gathered and shared with students and parents to record student engagement and performance.

Students will use Edgenuity for credit recovery; the program is individualized to meet students' needs.

Limited Development
10/04/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>GOAL: By 2026, 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 iXL , EVAAS, and other assessments.</p> <p>2 - Improve student attendance measured by NCSIS attendance records</p> <p>3 - Decrease the number of ODRs as measured by Ed Handbook</p>			Miranda Smith	06/01/2026
Actions			0 of 14 (0%)		
8/12/25	Use Title 1 funds for a math and a reading interventionist to help provide Tier 2 and 3 interventions.			Catherine Jones	09/15/2025
<i>Notes:</i>					
11/2/23	Within the 2025-2026 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.			Casey Palmer (Elected Last Year, Serves 2 Years)	09/20/2025
<i>Notes:</i>					
8/12/25	We will also use Lexia English with our newcomer ML population to increase student growth within this subgroup.			Andy Mejia	09/22/2025
<i>Notes:</i>					

8/12/25	Bi-weekly “Two Week Tune Up”- in homeroom students will check their grades and have a tracking sheet to determine what they need to accomplish first to get their “car” running again. This will help students monitor grades and assignments and allow them to set direction for next steps		Miranda Smith	09/22/2025
<i>Notes:</i>				
8/12/25	Counselors will also check in with retained students- small group with a goal plan		Anna Whitley	09/22/2025
<i>Notes:</i>				
8/28/24	All teachers who teach literacy intervention using Lexia will receive training to effectively implement Lexia.		Abigail Hickok	09/24/2025
<i>Notes:</i>				
8/28/24	Teachers will use data analyzed from ixl Diagnostic to plan differentiated Tier 1 instruction.		Catherine Jones	10/01/2025
<i>Notes:</i>				
9/5/23	Teachers will review data from ixl diagnostics and analyze student gap areas for interventions needed.		Catherine Jones	10/01/2025
<i>Notes:</i>				
8/12/25	Teachers will participate in Active Engagement PD		Lisa Brooks	10/14/2025
<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.		Catherine Jones	10/20/2025
<i>Notes:</i>				
4/9/25	Students will attend credit recovery through Edgenuity. Weekly, review students' class grade to determine status, Academic standing; assign failing students to credit recovery - each quarter.		Lisa Brooks	10/22/2025
<i>Notes:</i> At the end of each quarter when report cards are generated.				
8/12/25	Implement high impact instructional strategies		Catherine Jones	11/07/2025
<i>Notes:</i> Instructional Coach will teach: Marzano's High Yield Instructional Strategies High Impact Teaching Strategies (HITS) Active engagement strategies				
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.		Nikolaus Becher	05/24/2026

<i>Notes:</i>				
9/5/23	Principal, social worker, data manager or teacher will call for attendance prior to 10 days		Lisa Brooks	05/31/2026
<i>Notes:</i>				
Implementation:		08/26/2025		
<i>Evidence</i>	8/26/2025			
<i>Experience</i>	8/26/2025 NA			
<i>Sustainability</i>	8/26/2025			

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:

2024-25

- Staff Need Training for Capturing Kids Hearts, Trauma Trainings, PBIS Expectations, Office vs. Classroom Managed Behaviors, Educator's Handbook (Majors vs. Minors)
- 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 Assistant correctly, and are not collecting Data for those kids that have Behavior Goals and Plans daily. Due to not completing ABC data for open FBAs, BIPs are not created for students in a timely manner.
- 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.
- Students who need behavior support are not receiving tier 2 or 3 behavior interventions.

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

2025-26

- School-Wide Expectations revamped and shared with all staff. Staff will proactively teach new behavior matrix extensively. Counselors/student support team is already working on building support structures for many of our previously identified students - in week 1 of school. Teachers were re-taught officevs classroom managed behaviors and process chart. School-wide reward system implemented where students will receive an opportunity for a "brain break" reward

Limited Development
08/28/2023

every 2 weeks. After school detention has been brought back as a consequence. A new process has been developed for accumulation of minor documented behaviors.

How it will look when fully met:

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.

By the end of the school year, ODR numbers in Ed Handbook will decrease by 20% from the previous year with 100% of staff reinforcing classroom and school wide expectations as outlined by the PBIS committee.

2022-23 school year ODRS - 512

2023-24 school year - ODRs Goal - 826

2024-2025 school year ODRS goal- 1002

2025-26 goal - 751

Abigail Hill (Elected 2024, Serves 2 Years)

06/01/2026

Actions

4 of 18 (22%)

8/28/23 Revamp PBIS School-wide expectations

Complete 08/07/2025

Autin Allen

08/11/2025

Notes: Summer SIT
BOY Faculty Meeting and in Staff Handbook.

8/28/23 Teachers will explicitly teach the school-wide and classroom expectations the first 3 days of school

Complete 08/13/2025

Jamie Pierce-Williams

08/14/2025

Notes: Allen, Whitley, and J.P-W will create the lessons.

8/28/23	Shields will be created/copied and made available for staff to get a supply to use as the schoolwide "currency" for our Shield store.	Complete 08/14/2025	Abigail Hill (Elected 2024, Serves 2 Years)	08/18/2025
<i>Notes:</i>				
12/6/23	Create and Hang up Expectation Posters in all areas of school		Autin Allen	09/02/2025
<i>Notes:</i> We are currently waiting on ink for our poster maker				
7/11/24	Monitor and address the need for ongoing staff training in CKH. We will use classroom walkthrough data, informal observations, and Ed Handbook data to determine the need		Autin Allen	09/02/2025
<i>Notes:</i> Last training was 2/7/2025				
8/12/25	Define Brain Break reward eligibility rules and communicate with students	Complete 08/19/2025	Victoria Goldrick (elected 2024)	09/02/2025
<i>Notes:</i> * Brain breaks occur every other week. * Students with 2 or more minor referrals in that two-week period are not eligible for the brain break reward. * Major referrals automatically make students ineligible for that period.				
8/12/25	Open communication with students - Make sure students are aware of their eligibility status weekly in HR.		Charlotte Dison (Elected Last Year, Serves 2)	09/02/2025
<i>Notes:</i> Communicating with Students * Remind students mid-cycle (end of week 1) about their current eligibility status. * Encourage students who have 1 referral to finish the cycle with no more incidents to remain eligible.				
8/12/25	Nominate a grade level/team positive office referral on the google form		Lisa Brooks	10/15/2025
<i>Notes:</i>				
8/12/25	Document Student Behavior following guidelines determined by SIT team.		Jamie Pierce-Williams	12/02/2025
<i>Notes:</i> * Document all minor and major incidents in the Educator's Handbook the day they occur. * Mark "Minor" referrals clearly so the behavior goal team can track eligibility for the "brain break" reward. * Communicate with students when a minor referral has been entered so they are aware of their standing.				

8/12/25	Define teacher responsibilities during brain break reward		Abigail Hill (Elected Last Year, Serves 2 Years)	12/20/2025
	<i>Notes:</i> Teacher Responsibilities During Brain Break * Supervise the brain break activity (or assigned group if split supervision is used). * Monitor students who are ineligible during the brain break, providing quiet, independent work in a separate space.			
8/12/25	Review reward data (numbers of eligible students each 2 week period), monitor behavior trends, and solicit feedback.		Abigail Hill (Elected Last Year, Serves 2 Years)	12/20/2025
	<i>Notes:</i> Data & Reflection * After each brain break cycle, submit a quick check form to the behavior goal team noting: - Total number of eligible students in your classes - Common behavior trends you observed * Share feedback on what's working and what may need adjusting.			
8/29/25	Discipline data/interventions will be reviewed weekly in Student Services PLC		Jamie Pierce-Williams	05/15/2026
	<i>Notes:</i>			
8/12/25	Consistently plan and define brain break rewards.		Autin Allen	05/20/2026
	<i>Notes:</i> Reward Implementation * Brain breaks may include: - Outdoor time (e.g., games, socializing) - Indoor free-choice activities (art, board games, tech time) - Special treat days * Rewards should be school-approved, consistent, and communicated in advance so students know what they're working toward.			
8/28/23	Open up Shield Store more often. Schedule Shield Store on Early Release days. Trying to do Shield Store at least twice a month.		Victoria Goldrick (elected 2024)	05/23/2026
	<i>Notes:</i>			
8/29/25	Data will be tracked monthly to look for any trends (locations, time, day, behavior, arrangement, subject, etc)		Anna Whitley	05/26/2026
	<i>Notes:</i>			
8/20/24	Schedule PBIS Events and communicate these and expectations to all students/staff.		Autin Allen	05/30/2026
	<i>Notes:</i>			

8/12/25	Reach out to the community for donations due to expiring food products for shield store / PBIS Events.		Amanda Earnhardt (2025-2026 School Year)	05/30/2026
<i>Notes:</i> Throughout the school year				
8/12/25	Provide Tiered supports for student behaviors as determined by the data decision rules.		Jamie Pierce-Williams	05/30/2026
<i>Notes:</i> Providing Tiered Supports * Use classroom SEL lessons or restorative conversations for minor infractions to prevent escalation. * Apply PBIS Tier 1 support (positive recognition, clear expectations, routines) consistently. For repeated behavior, collaborate with the counselor/behavior team for Tier 2 supports (check-in/check-out, small group SEL). * Posters are being made for S.L.A.Y Behavior matrix and new matrix has been communicated to students and being taught.				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>		<p>2025-26 School year - New teachers will need PD on classroom management and MTSS Behavior interventions/data tracking/expectations. All staff will be teaching SEL curriculum once the platform/pacing is determined by the district.</p> <p>2024-25 School year - 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		
<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 (Elected Last Year, Serves 2)	06/01/2026
Actions			2 of 9 (22%)		
	8/28/23	Explicitly teach PBIS school-wide expectations	Complete 08/13/2025	Jamie Pierce-Williams	08/14/2025
Notes: Review them again in January					

8/28/23	Homeroom calendar will be created to help teachers with implementation of SEL content	Complete 08/07/2025	Anna Whitley	08/18/2025
<i>Notes:</i>				
9/30/21	Monthly support sessions for beginning teachers (New Knights Roundtable)		Austin Allen	04/30/2026
<i>Notes:</i> 8/26/2025 - 1st session				
9/11/24	SEL curriculum/lessons will be taught in Homeroom		Jamie Pierce-Williams	05/08/2026
<i>Notes:</i>				
8/15/25	All staff will remain on the "right bus" as referenced from the staff summer book read, "The Energy Bus".		Lisa Brooks	05/22/2026
<i>Notes:</i>				
8/28/23	All staff trained in Capturing Kids Hearts		Niakeya James	05/23/2026
<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.		Carol Clarkin (Elected Last Year, Serves 2 Years)	05/24/2026
<i>Notes:</i>				
6/26/25	All staff will maintain schoolwide expectations using the behavior matrix and the classroom vs office documents.		Anna Whitley	05/25/2026
<i>Notes:</i>				
8/28/23	Model behaviors that students are expected to adhere to.		Jamie Pierce-Williams	05/31/2026
<i>Notes:</i>				

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. Positive office referrals weekly with parent phone calls home by administration. We have scheduled at least 8 parent nights throughout this school year.	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.		Carol Clarkin (Elected Last Year, Serves 2 Years)	05/24/2026
<i>Actions</i>			1 of 6 (17%)		
	6/26/24	Scheduled parent nights throughout the year. Schedule parent conferences on the master calendar.	Complete 07/30/2025	Lisa Brooks	08/11/2025

Notes: 8/7/25
 9/25/25
 10/23/25
 12/18/25
 1/15/26
 2/12/26
 3/26/26
 4/9/26
 4/30/26

8/28/24	Admin will conduct weekly parent calls, texts, emails and social media posts using Parent Square and Facebook. Facebook is linked to the school's official website for parent access.		Lisa Brooks	08/26/2025
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Notes: Admin will share through Parent Square and Facebook.

8/29/25	Dept PLC expectation is to document at least 5 parent contacts each week - first 5 minutes of meeting.		Catherine Jones	05/06/2026
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Notes:

8/28/24	Teachers will contact parents regularly for behavior and academic issues though emails, or calls and texts through AVAYA. Teachers will document contacts		Carol Clarkin	05/24/2026
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Notes:

8/29/25	100% of students will have at least 1 parent contact each nine weeks.		Carol Clarkin (Elected Last Year, Serves 2 Years)	05/26/2026
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Notes:

8/13/25	Grade levels will create newsletters to be sent home via email.		Katelynd Crees	05/30/2026
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Notes: