

Comprehensive Progress Report

Mission: Inspiring students in the Bear Community to grow smarter, stronger, and kinder.

Our Vision

Vision: NIMS is a traditional, community school with a collaborative team of professionals who ensure all students learn at high levels. We have a family environment where everyone feels safe, respected, and included. Our goal is every student's success.

Goals:

Strategic Goal for A 4.01: By the end of the 2024-25 school year, NIMS staff will implement MTSS Academic Problem Solving Teams at each grade level to identify and collectively create a plan of support for at-risk students necessary to increase academic growth in proficiency from 49.5 % to 55.5 % on EOGs.

Strategic Goal for b 3.05: By the end of the 2024-2025 school year, NIMS staff will implement the Student Services Support Plan to increase attendance and academic indicators from 80% to 90% as measured by the RtI Early Warn System.



! = 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
<i>Initial Assessment:</i>		North Iredell Middle School currently offers a four tier model. We have tier 1 core instruction, tier 2 and 3 interventions through IGNITE, and special services and academic enrichment. Currently, we have inconsistent core instruction routines but are working on establishing routines that yield high gains. Our core focus is math. We are using I-SS curriculum guides as our guide and Engage/Eureka as our supplemental curriculum.	Limited Development 09/04/2025		
<i>How it will look when fully met:</i>		<p>When this objective is fully met NIMS will have consistent routines across all core content areas and we will close the achievement gap between subgroups.</p> <p>Within the 2025-2026 school year, our ATSI school will implement the following evidenced-based interventions of Lexia and TransMath to increase overall performance of SWD students.</p> <p>Using co-teachers in a ML Inclusion model in 8th grade science we will be able to increase the performance of our MLs at NIMS.</p> <p>Using a 4 tiered instructional model we will continue to increase achievement in our core classes as well as raise achievement and close the gap with our lower performing tiers.</p> <p>North Iredell Middle will increase our overall school composite score from 45.1% to 52% by May of 2026 with a focus on increasing math in grades 6th (53.9 to 60), 7th (40.3 to 55), and 8th (25.6 to 50).</p>		Mary Diggs-Garris	05/29/2026
<i>Actions</i>			3 of 14 (21%)		
	9/4/25	Students will receive targeted instruction based on current data need in a 4 tiered intervention model, beginning with their largest gap area.	Complete 09/04/2025	Heather Dollevoet	08/30/2025
<i>Notes:</i>					
	9/4/25	Tier 2 & 3 Literacy Intervention Protocol - Lexia	Complete 09/04/2025	Mary Diggs-Garris	08/30/2025
<i>Notes:</i>					
	9/4/25	Tier 2 & 3 Math Intervention Protocol - Delta Math (face to face/teacher directed)	Complete 09/04/2025	Mary Diggs-Garris	08/30/2025

<i>Notes:</i>				
9/4/25	EC Resource will use Lexia to raise the achievement of our SWD subgroup in reading.		Emily Robinson	09/30/2025
<i>Notes:</i>				
9/4/25	EC Resource will use TransMath to raise the achievement of our SWD subgroup in Math		Emily Robinson	09/30/2025
<i>Notes:</i>				
9/4/25	Leadership will conduct 10 CWTs per week to ensure we are aligning PLCs and PD based on current teacher needs.		Janna Sells	10/30/2025
<i>Notes:</i>				
9/4/25	Science/SS teachers will use close reading strategies with one informational article while students annotate per week.		Stephanie Padgett	10/30/2025
<i>Notes:</i>				
9/4/25	Teachers will participate in monthly PLC small bite PD based on trends found in data from CWT.		Mary Diggs-Garris	10/31/2025
<i>Notes:</i>				
9/4/25	Math teachers will use Engage/Eureka to fidelity as our supplemental core math curriculum.		Brian Fernandez	11/20/2025
<i>Notes:</i>				
9/4/25	ELA teachers will use CommonLit to fidelity as their supplemental core literacy instruction		Mary Diggs-Garris	11/30/2025
<i>Notes:</i>				
9/4/25	Teachers will participate in differentiated professional development to increase achievement including but not limited to ASPIRE, SIOP, and Inclusion/Co-teaching to strengthen teachers' content knowledge and pedagogy for all learners and those of our TSI subgroup, SWD.		Mary Diggs-Garris	12/30/2025
<i>Notes:</i>				
9/4/25	Teachers will complete one peer instructional round per semester to share and increase talent development opportunities across our staff.		Janna Sells	01/30/2026
<i>Notes:</i>				
9/4/25	Teachers will use spiral review to prepare students for end of grade assessments.		Janna Sells	04/30/2026
<i>Notes:</i>				
9/4/25	All core content area teachers will implement a key vocabulary routine, weekly.		Heather Dollevoet	12/31/2026

Notes:

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>		Staff have completed love and logic PD and are working with Principal and Counselors on new behavior intervention routine.	Limited Development 09/01/2025		
<i>How it will look when fully met:</i>		<p>Teachers will teach with passion and manage with compassion. They will use love and logic to keep the focus on learning in their classrooms. Our Leadership team will be available to push in when we are needed to help manage behaviors instead of bounce out.</p> <p>ISS rules and procedures have changed to make it a less enjoyable experience for students in, in school suspension.</p> <p>NIMS Staff will monitor school-wide behavior monthly to reduce the number of exclusionary discipline days by 10% (from 540 to 486 Days) with a focus on the male (83% to 65%), EC (42% to 20%) and African American (9% to 5%) subgroups during the 2025-26 school year.</p> <p>NIMS will decrease our chronic absenteeism from 16% to 12% by creating supportive and nurturing learning environments.</p>		Meagan Thomas	01/01/2026
Actions			2 of 10 (20%)		
	9/1/25	Create an on-call schedule for admin to push into classrooms rather than pull students out.	Complete 09/04/2025	April Oxentine	09/01/2025
<i>Notes:</i>					
	9/1/25	Teachers will train all students on say something	Complete 09/04/2025	Alexandra Hayes	09/01/2025
<i>Notes:</i>					
	9/4/25	Teachers will participate in a Teaching Boys PD by male staff at ERPD to reduce the number to make referrals we have at NIMS		Alexandra Hayes	09/30/2025
<i>Notes:</i>					
	9/1/25	Teachers will teacher EVERfi once per week in 3rd block		Alexandra Hayes	10/01/2025
<i>Notes:</i>					

9/4/25	Staff will implement monthly recognition opportunities for students meeting promotion requirements and meeting universal behavior expectations/social norms		Heather Dollevoet	11/30/2025
<i>Notes:</i>				
9/4/25	Teachers will use restorative practices to reduce the amount of instructional time lost due to bounces and exclusionary discipline actions.		Heather Dollevoet	12/31/2025
<i>Notes:</i>				
9/1/25	Implement Love & Logic approaches when managing behavior		April Oxentine	01/01/2026
<i>Notes:</i>				
9/4/25	Teachers will review behavior data monthly in goal teams and MTSS PLCs with leadership		April Oxentine	02/25/2026
<i>Notes:</i>				
9/1/25	Counselors and other support staff will run small groups to address lagging skills		April Oxentine	05/01/2026
<i>Notes:</i>				
9/1/25	Teachers will submit counselor, SAP or SW referrals when they feel or have evidence that one of their students needs more attention.		Alexandra Hayes	05/01/2026
<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>		<p>North Iredell Middle holds mandatory conferences for any student that does not pass 1st quarter core classes. We have a no activities list that highlights students students not meeting Iredell-Statesville School Promotion Requirements. Letters and emails go home to parents and students who are added to the list. We have two parent engagement nights, one each semester that are curricular focused. We use parent square for regular 2 way communication about events happening on campus and protips for parents engaging in their child's academic success.</p> <p>6th grade students have agendas/planners to help teach executive functioning skills and communicate with parents.</p> <p>At North Middle, all parents are required to download the Infinite Campus parent portal app to ensure they stay up to date on grades, attendance, and contact information. Parents sign off every 4.5 weeks that they reviewed their child's academic progress.</p>	Limited Development 09/05/2025		
<i>How it will look when fully met:</i>		<p>North Iredell Middle School will have fully met this goal when we accomplish our two-way communication plan as measured by our 2025-26 Parent Climate Survey.</p> <p>The following indicators will increase from x to y by May 2026.</p> <ul style="list-style-type: none"> I am able to contact my child's school to express concerns or make suggestions to the staff at the school. (84.09% to 90%) I received timely and professional responses to my questions or concerns. (77.69% to 87.69%) The school lets me know about my child's progress through conferences, progress reports, report cards, behavior sheets, phone calls, email, PowerSchool Parent Portal or in other ways. (74.64% to 85%) 		Heather Dollevoet	05/29/2026
<i>Actions</i>			1 of 10 (10%)		
	9/5/25	Weekly Bear Country Connect emails, texts, and phone calls will go home to parents with school events, protips, and ways to engage.	Complete 09/05/2025	Janna Sells	08/30/2025

<i>Notes:</i>				
9/5/25	Monthly Parent Advisory & Boosters meetings will be held on campus in our media center on the third Thursday from 5-6:00pm.		Janna Sells	09/30/2025
<i>Notes:</i>				
9/5/25	NIMS will monitor students not meeting Iredell-Statesville Schools promotion requirement and add them to the No Activities Probation List every grading period.		Mary Diggs-Garris	09/30/2025
<i>Notes:</i> (Really every 4.5 weeks)				
9/5/25	Parent notification letters/emails will go home to parents any time their child is added to the no activities list.		Janna Sells	09/30/2025
<i>Notes:</i> (Really every 4.5 weeks)				
9/5/25	Students that do not pass a core class at the end of quarter 1 will be placed in an academic recovery class to recover their failing grade during IGNITE. Parents will be notified.		Mary Diggs-Garris	10/31/2025
<i>Notes:</i>				
9/5/25	Teachers will conduct failure conferences with any student that is not passing a core class at the end of first quarter.		Mary Diggs-Garris	11/30/2025
<i>Notes:</i>				
9/5/25	NIMS will host one academic parent engagement night Semester 1		Janna Sells	12/31/2025
<i>Notes:</i>				
9/5/25	Parents of any student consistently not meeting promotion requirements will be notified via certified letter that their child is at risk for retention. Letter will list supports school is providing, request a conference, and offer suggestions for supporting at home.		Janna Sells	02/28/2026
<i>Notes:</i>				
9/5/25	Sells will hold retention conferences for any child that is on the retention watch list.		Janna Sells	03/30/2026
<i>Notes:</i>				
9/5/25	NIMS will host one academic parent engagement night semester 2		Janna Sells	05/29/2026
<i>Notes:</i>				