Ferndale Middle 10/29/2025

Comprehensive Progress Report

Mission: Ferndale Middle creates an empowering culture that fosters global awareness, critical thinking, and achievement for all learners.

Vision: Ferndale Middle is a premiere global learning community that inspires innovative leaders.

Goals:

(Guilford Guarantee) In the 2025-2026 school year, Ferndale Middle School will focus on the exploration of the secondary pathways that lead our students towards the experience pathways within our feeder pattern via multiple exploration points.

(Strong Academics) By the end of the 2025-26 school year, we will increase the percentage of students demonstrating proficiency in all courses as measured by the performance composite from 33.3% to 36.3%

(FAM-S) By the end of the school year, our school will achieve a rating of "Operationalizing (2)" on FAM-S Item 21. We will reach this by ensuring that educators actively engage families and students from our diverse population in problem-solving when their children need additional supports. We will also provide intensive outreach to unresponsive families to increase their skills in supporting student learning.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1B: Monitor short-and long-term goals			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal completes both formal and informal walkthroughs on a daily basis and also delegates this task to other administrators, teachers and the curriculum facilitator. Walkthroughs/classroom visits are both informal and formal. Feedback is given in a timely manner for all formal observations through NCCES. Feedback will be given on a regular basis for informal walkthroughs.	Limited Development 05/17/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Administration will spend at least 40% of the instructional day in classrooms monitoring instruction and offering feedback. Feedback will be timely, specific, and focused on improving student learning, alignment, and rigor. Evidence of success will include data from walk-throughs shared at grade-level meetings and PLCs as well as consistent individual feedback to teachers through formal and informal processes.		**Joy Davis Lee (Joined 2025)**	**06/30/2026**
Actions		**1 of 6 (17%)**		
9/22/25	Restart funds will be used to purchase the supplements (or position) of an MCL (or EIT) in Math (or ELA, etc.) - (2024-2025)	Complete 06/30/2025	Kelly McCormick (Elected 2023)	06/30/2025
Notes:				
10/20/25	Restart Budget Flexibilities will be used to purchase MCLs and EITs		Ashley Mcleod (Elected 2023)	06/30/2026
Notes:				
3/18/25	The principal will assign FMS leadership to monitor PLCs and ensure student growth and success. AP Davis-Lee and Dr. Cole - Math Principal Smith and Ms. Gillespie - Science Social Studies AP Sadler and Ms. Mcleod - English Language Arts		Chelsea Smith	06/30/2026
Notes:				
9/18/25	The FMS ILT will meet to discuss curriculum classroom walkthroughs and support for instruction. These conversations will reveal trends and determine what professional development should be embedded in PLCs, Staff meetings and, individualized support.		Dr. Chelsea Smith (Joined 2025)	06/30/2026

Notes:				
9/18/25	Title I funding will be used for the following: to purchase 2 full release MCLs, and for the differentials for 4 EIT positions 0.25 Teacher Assistant position 0.25 Youth Development Coordinator position Staff Development/Workshop Expenses		Janis Fox (Elected 2025)	06/30/2026
Notes:				
9/18/25	FMS ILT will host biweekly subject specific data meetings to review significant data points and make recommendations for improving instructions. The FMS ILT will use the ATLAS protocol for data review.		Dereck Sadler (Joined 2024)	06/30/2026
Notes:				
Implementation:		09/09/2022		
Evidence	9/9/2022 There was a change in leadership and the principal and leadership team have changed.			
Experience	9/9/2022 There was a change in leadership and the principal and leadership team have changed.			
Sustainability	9/9/2022 There was a change in leadership and the principal and leadership team have changed.			

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:	Teachers at FMS provide grade-level instruction for core classes. Through weekly PLC meetings, teachers interrogate their classroom practices for unfinished teaching and evaluate student progress to inform discussions that enhance teaching and learning. To provide the Standard Treatment Protocol for supplemental interventions with progress monitoring on district provided tools (FastBridge), additional teachers or other support staff will need to be trained to instruct small groups for ELA and math. Those trained interventionists will meet small groups, progress monitor individual students, and work through the data with colleagues to make subsequent decisions about intervention and support. In addition, supplemental problem solving will move to grade-level team meetings 1 X/month and the MTSS Team will convene monthly to follow data for student recommended for or receiving intensive supports.	Limited Development 10/27/2022		

How it will look when fully met:	For student attendance, academic, behavioral, and social and emotional results across all tiers, integrated data-based problem solving occurs at all levels and in all subject areas. In order to determine the discrepancy or "gap" between anticipated and actual student achievements in terms of attendance, academic, behavioral, and social and emotional goals, many sources of data are employed across ALL TIERS. Using best practices, resources, and support scaffolds discovered through PLC data analysis and collaboration with student support workers, EC teachers, and ELL teachers, instructors deliver rigorous, grade-level core instruction. For supplemental and rigorous academic intervention and data collection, students receive tiers of teaching utilizing the Standard Treatment Protocol and Fastbridge. During intervention time, several levels of intervention for attendance, conduct, and SEL are offered in small group settings. Evidences could consist of: Problem-solving is taking place, according to meeting minutes from data-based problem-solving meetings (such as SIT, the MTSS leadership team, PLC/grade level/department meetings, Individual Student Problem-solving Team meetings, etc.). • MTSS Implementation Plans list practices that follow the model. • Accurate observation of data-based problem solutions in action • The use of metrics that reveal "root cause" or address the reason why pupils are not reaching expectations is demonstrated in the instruction and intervention plans (i.e., diagnostic assessments/processes). Students with disabilities will get supplementary and intense services as part of the intervention's tiers.		**Megan Garner (Elected 2025)**	**06/30/2026**
Actions		**0 of 5 (0%)**		
10/17/23	Within the 2025-26 school year, we will implement the following evidence-based interventions to increase overall student performance by: Ensuring lessons use high quality, grade level aligned resources and embedding scaffold/differentiation into core instruction.		Yvette Gillespie (Elected 2024)	06/30/2026
Notes:				
9/19/24	Within the 2025-26 school year, we will utilize an MTSS Committee, Attendance Committee, Curriculum & Instruction and PBIS/Safety Committees to assist with making instructional decisions, decreasing chronic absenteeism, and improving student outcomes.		Raven Walker (Elected 2025)	06/30/2026

Notes:				
9/19/24	Throughout the school year, FMS staff will engage in multiple trainings connected to MTSS to include but not limited to small group instruction, SEL supports, PBIS, and classroom management.		NyJah Henry (Elected 2024)	06/30/2026
Notes:				
9/18/25	Restart funds will be used for school tutors to support students who need additional support with grade-level instruction. - (2025-2026)		Ashley Mcleod (Elected 2023)	06/30/2026
Notes:				
9/18/25	Utilize the support of our newly hired Math Interventionist and Reading Specialist to provide grade level intensive support. Interventions will include explicit modeling, high level questioning, check for understanding, and student discourse.		Krislyn Spears (Elected 2024)	06/30/2026
Notes:				

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**
Initial Assessment:			- During Open House parents are provided with course syllabi and meet with teachers to discuss strategies for providing academic support at home. - Parents receive weekly connect ed messages to inform them of curriculum priorities for the upcoming week. - Parents receive student progress reports and report cards each quarter. - Parents receive updated information to website weekly.	Limited Development 05/18/2016		

How it will look when fully met:	In addition to quarterly conferences, student recognition events, we will create regular opportunities for parents to participate and visit the school. Through outreach to parents from various demographic categories, we improve parent participation. According to meeting attendance data, feedback forms gathered via Google Forms, and responses from the NC Teacher Working Conditions Survey regarding community and parent involvement, attendance by administration, teachers, and parents fosters open communication and provides a forum for feedback and action based on stakeholder voice. There will be an increase in parental involvement at teacher/parent conferences, curriculum nights, communication between parent and teacher in relation to student work. Evidences: -sign-in sheets from meetings and parent nights - teacher logs of parent communication - teacher logs of parent conferences - parent surveys		**Ashley Mcleod (Elected 2023)**	**06/30/2026**
Actions		**0 of 6 (0%)**		
9/6/17	Increase community partnerships with local businesses and organizations.		Eric Cole (Elected 2022)	06/08/2026
Notes:	Communities in Schools and other community resources will be utilized to support the educational program at FMS. At least five new partnerships will be established to increase educational resources and relationships with parents.			
10/27/22	FMS will continue to use social media as a way to keep students and parents up to date and informed.		Joy Davis Lee	06/30/2026
Notes:				
10/17/23	The attendance team will meet with Tier III families to develop success plans and contracts to begin to create change in student chronic absences.		NyJah Henry (Elected 2024)	06/30/2026
Notes:				

2/1/24	Send weekly Connect Ed Calls that outlines key academic expectations, upcoming events, and provides tips for parents on how to reinforce learning at home.		Dr. Chelsea Smith (Joined 2025)	06/30/2026
Notes:				
2/1/24	FMS will host curriculum nights where parents can meet teachers, explore the curriculum, and gain a deeper understanding of what their child is learning. Title I funds are used for Parent Food Purchases.		Michael Hayes (Elected 2025)	06/30/2026
Notes:				
10/10/16	Keep school website updated regularly to inform parents of important information in a timely manner		Joy Davis Lee	06/30/2026
Notes:				