

Comprehensive Progress Report

Mission:

Inspiring Learners and Empowering Leaders

Vision:

To always strive to get better towards becoming the best middle school in North Carolina.

Goals:

Goal 1: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 82.7% in SY2024-25 to 90.0% in SY2025-26.

Goal 2: The percent of students scoring Grade Level Proficient (GLP) on READING End of Grade assessments in grades 6-8 will increase from 72.8% in SY2024-25 to 75.8% in SY2025-26. 6th will increase from 72.7% in SY2024-25 to 75.6% in SY2025-26. 7th will increase from 71.7% in SY2024-25 to 74.7% in SY2025-26. 8th will increase from 74.0% in SY2024-25 to 77.0% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Goal 3: The percent of students scoring Grade Level Proficient (GLP) in grades 6-8 on MATH End of Grade assessments in grades 6-8 will increase from 82.0% in SY2024-25 to 85.0% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Goal 4: Guardrail 4 Example Goal Starter: The school will retain 80% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = 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:

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (Aligns with Goals 2 and 3)

As of June 2025, Bailey Middle School met the school improvement goal of monitoring curriculum and classroom instruction regularly and providing timely, clear, and constructive feedback to teachers. This was done using our digital walkthrough forms, observations, PLC meetings, and staff PD. This is a process that is tweaked each year and re-implemented annually.

Our school experienced several successes related to this indicator including: consistent walkthroughs with timely feedback, PLC planning with input and resources from all members, having strong PLC leads, and administrative support.

As we move into the 2025-26 school year, we anticipate the following challenges: a transitional period with staff and students. This year we absorbed Davidson K-8 students and staff. We also hired other staff from within and outside of CMS so we are working to welcome all staff and create a strong, supportive Bailey culture. This year we also have approximately 500 new students which also increased our EC, ML, and 504 case loads.

While challenges exist, we have opportunities to address these challenges during the 2025-26 school year by: utilizing our extra AP position to provide beginning teacher support, utilizing our facilitators and staff strengths to provide professional development, utilizing our EC, ML, and 504 staff/counselors to support our students. Our teachers and admin will all work together with these key staff to support all students and families. Several key staff members remain at Bailey and are able to help the new staff with the transition.

Our current implementation efforts include: having grade level team meetings before the start of school to develop/share the plan of action for the first 2-3 weeks and grade level meetings with their admin and counselor team to review procedures and beginning of the year presentations that they will do with students in order to make sure students understand how all things are done at Bailey. PLC curriculum planning and data discussions/review take place weekly for all content areas. Facilitator/Admin team will be present and will help lead PLC planning to ensure alignment and understanding.

Limited Development
08/13/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), in grades 6-8, on READING End of Grade assessments in grades 6-8 will increase from 72.8% in SY2024-25 to 75.8% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>Evidence of this indicator being fully implemented will include: documentation of lesson plans on the Bailey Google Drive, documentation of walkthroughs, pre-conferences, evaluations, and post-conferences, new teacher training, mentoring, and PD which will be provided throughout the school year.</p> <p>When this indicator is fully ingrained into the culture and daily life of our school, PLCs will have agendas, active participation, and be lead/supported by admin and facilitators. Walkthroughs and observations will be conducted in a timely manner and documented in the platform.</p> <p>Quantitative and qualitative evidence to demonstrate the full implementation of this indicator will be evident in the observation platform and on the google drive. The google drive will provide evidence of the completion of walkthroughs and impactful feedback. 100% of teachers will receive walkthrough feedback bi-weekly. The quantitative data will be evidence of completion of observations. 100% of teachers will be observed and provided with feedback throughout the year.</p>			Norma Jean Fitzpatrick (elected 9/8/23)	06/10/2028
Actions			0 of 2 (0%)		
	8/13/24	The leadership team will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to Goals 2 and 3 and FAM-S 3)		Bissinger, Bright, Cooper, Dittrich, Everett, Fitz	06/10/2028
	Notes: Weekly planning and walkthroughs Monthly PD Observations based on CMS criteria (# per year)				

8/29/24	The leadership team will develop the annual observation schedule with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to Goals 2 and 3 and FAM-S 3)		Bissinger, Bright	06/10/2028
<i>Notes:</i> An annual observation schedule has been created and is being used.				
Implementation:		06/16/2025		
Evidence	5/28/2025 - Walk through feedback form https://docs.google.com/forms/d/1pfnbdqz4cw3yOuA5IAkxvROzyk4JONyO_g2vQBluXA8/edit?usp=drive_link			
Experience	5/28/2025 - The leadership team developed a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management.			
Sustainability	5/28/2025 - Review the 2024-25 EOY data to update " look fors" to add to our walkthrough forms and to discuss with teachers during planning.			

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:

Our school continues to work toward a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. PLCs have begun to differentiate within both standard and honors level courses. Lessons and resources have been shared and utilized for both ML and EC students. Accommodations are provided for EC, ML, and 504 students.

The challenges we are facing include onboarding and mentoring each of the new teachers to Bailey. The opportunities that exist to address this challenge include: creating more strong teachers through PLC meetings, providing mentorship opportunities, and the ability to receive district level training.

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.

Our current implementation efforts include: providing standard and honors level reading and math courses, EC inclusion and resource courses, ML inclusion classes, ML elective course, and Academic Enrichment Classes. In addition, we utilize Parent Square in order to communicate with parents in all languages.

Limited Development
08/13/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When this indicator is fully implemented we will be providing standard and honors level reading and math courses, EC inclusion and resource courses, ML inclusion classes, ML elective course, access to Rosetta Stone. In addition, all teachers will utilize Parent Square in order to communicate with parents in all languages.</p> <p>When this indicator is fully ingrained into the culture and daily life of our school 100% of teachers will actively participate in PLCs and district trainings and communicate with parents regularly using Parent Square.</p> <p>When this indicator is fully implemented our quantitative and qualitative data will provide reports that demonstrate that 100% of teachers are using Parent Square to communicate with parents, 100% of teachers actively participate in planning per the meeting minutes, and 100% of students are receiving services based on their needs based on student data and schedules.</p>			Norma Jean Fitzpatrick (elected 9/8/23)	06/10/2028
Actions			0 of 2 (0%)		
	8/13/24	Instructional leaders will facilitate PLC planning sessions to include ML, EC, and honors teachers in order to help differentiate instruction to meet their academic needs of these students. (FAM-S 3, Goals 2 and 3, Guardrail 1)		Cooper, Schneider, Meyer, Kunz, Selvey, McRee, Fox	06/10/2028
		<i>Notes:</i> Differentiated instruction and supports will be provided through push in services or co-taught			
	8/28/24	The leadership team intentionally schedules students based on previous year's data to address the academic needs of all students. (FAM-S 3 and Guardrail 1)		Bissinger, Bright, Dittrich, Everett, Fitzpatrick	06/10/2028
		<i>Notes:</i> Students yearly schedules were created based on data and student needs. Schedules are reviewed quarterly and each semester to ensure student success.			
Implementation:			05/28/2025		
Evidence	5/28/2025 - PLC meeting minutes and planning documents are on our school google drive				
Experience	5/28/2025 - Instructional leaders facilitated PLC planning sessions to include ML, EC, and honors teachers in order to help differentiate instruction to meet their academic needs of these students				

Sustainability	5/28/2025 - We will review EOY data to determine focus groups for next year. We will also continue to differentiate for academic and language levels of students.			
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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	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Our instructional teams have developed standards-aligned units of instruction for each subject and grade level. Currently all PLCs meet to: determine the concepts, principles, and skills that will be covered within each unit, develop all objectives that clearly align to the selected standards/benchmarks, arrange the objectives in sequential order, develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.

Our 2025-26 goals include:

Goal 1: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 48.4% in SY2024-25 to 51.4% in SY2025-26.

Goal 2: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 67.4% in SY2024-25 to 70.4% in SY2025-26.

Goal 3: The percent of students scoring Grade Level Proficient (GLP) on READING End of Grade assessments in grades 6-8 will increase from 72.8% in SY2024-25 to 75.8% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

6th will increase from 72.7% in SY2024-25 to 75.6% in SY2025-26.

7th will increase from 71.7% in SY2024-25 to 74.7% in SY2025-26.

8th will increase from 74.0% in SY2024-25 to 77.0% in SY2025-26.

Goal 4: The percent of students scoring Grade Level Proficient (GLP) on MATH End of Grade assessments in grades 6-8 will increase from 82% in SY2024-25 to 85% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

6th will increase from 85.3% in SY2024-25 to 88.3% in SY2025-26.

7th will increase from 84.3% in SY2024-25 to 87.3% in SY2025-26.

8th will increase from 76.2% in SY2024-25 to 79.2% in SY2025-26.

The current challenge we are facing is re-creating collaborative PLCs. However, this provides a great opportunity for all of our talented teachers to share resources and instructional strengths with one another. We have hired great staff and had low turn-over so we will easily be able to train these new teachers and maintain our goals. In

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addition, we retained our Math facilitator who will continue to support our math teachers.

Our current implementation efforts include: district level training for facilitators and teachers, weekly planning sessions, lessons plans and meeting agendas utilized on the google drive. Administration also will conduct walkthroughs and observations throughout the year and provide feedback to staff.

2025-26 goals

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

When we have fully implemented this indicator you will see the following: weekly PLC curriculum planning and data discussions/review take place weekly for all content areas, facilitator/admin team present and helping to lead weekly PLC planning, and documentation of meeting agendas and lesson plans on the Bailey Google Drive.

When this indicator is fully ingrained into the culture and daily life of your school you will see: CMS providing core content curriculum training to all staff, PD dates scheduled throughout the year, and facilitators attending and receiving direct support and training from the district.

When this indicator is fully implemented our quantitative and qualitative data will demonstrate that our above stated goals will be reached.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When we have fully implemented this indicator you will see the following: weekly PLC curriculum planning and data discussions/review take place weekly for all content areas, facilitator/admin team present and helping to lead weekly PLC planning, and documentation of meeting agendas and lesson plans on the Bailey Google Drive.</p> <p>When this indicator is fully ingrained into the culture and daily life of your school you will see: CMS providing core content curriculum training to all staff, PD dates scheduled throughout the year, and facilitators attending and receiving direct support and training from the district.</p> <p>When this indicator is fully implemented our quantitative and qualitative data will demonstrate that the percent of students scoring Grade Level Proficient (GLP) on READING End of Grade assessments in grades 6-8 will increase from 72.8% in SY2024-25 to 75.8% in SY2025-26.</p> <p>6th will increase from 72.7% in SY2024-25 to 75.6% in SY2025-26. 7th will increase from 71.7% in SY2024-25 to 74.7% in SY2025-26. 8th will increase from 74.0% in SY2024-25 to 77.0% in SY2025-26.</p> <p>The percent of students scoring Grade Level Proficient (GLP) on MATH End of Grade assessments in grades 6-8 will increase from 82% in SY2024-25 to 85% in SY2025-26.</p> <p>6th will increase from 85.3% in SY2024-25 to 88.3% in SY2025-26. 7th will increase from 84.3% in SY2024-25 to 87.3% in SY2025-26. 8th will increase from 76.2% in SY2024-25 to 79.2% in SY2025-26.</p>		<p>Norma Jean Fitzpatrick (elected 9/8/23)</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>5/30/25 Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p> <p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p>		<p>Jason Bissinger, Principal</p>	<p>12/01/2025</p>
<p>Notes:</p>				

8/13/24	Administrators and instructional leads will monitor and facilitate weekly planning sessions in order to identify coaching needs and ensuring standards aligned instruction. We will create planning documents for all content areas in order to align high quality instruction and pacing which will be used to inform our data discussions. (FAM-S 29, Goal 2 and Goal 3)		Cooper, Schneider, Bright, Everett, Dittrich, Fitz	06/10/2028
<i>Notes:</i> Google documents will be used to record meetings.				
Implementation:		05/28/2025		
Evidence	5/28/2025 - Weekly lessons plans are stored on the Bailey Middle School google drive			
Experience	5/28/2025 - Administrators and instructional leads monitored and facilitated weekly planning sessions in order to identify coaching needs and ensuring standards aligned instruction.			
Sustainability	5/28/2025 - Admin and facilitators will continue to attend, guide, and support weekly planning sessions. PD will also be provided.			

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

Initial Assessment:

We will implement Capturing Kids Hearts programs to ensure that all teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. The counseling team has utilized a google counseling request form so students can reach out throughout the day and request a meeting. All classrooms will create social contracts, implement the 4 Questions, and provide social emotional lessons.

The challenges we are facing include transitioning from Leader in Me to Capturing Kids Hearts and Sources of Strength. However, we have a great opportunity to implement these two research based programs. In addition, we will continue to provide direct counseling lessons by our counselors each quarter.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Our current implementation efforts include: having all staff training on the Capturing Kids Hearts program, providing direct counseling lessons, Suicide Prevention Week, utilizing the Say Something app, counselors training staff on 504s, reporting abuse/neglect, McKinney Vento, and attendance concerns, implementing the "Why Try Program", Red Ribbon Week (Drug Prevention), providing attendance rewards/incentives, providing families with food through "Bags of Hope", having the entire school participate in "Random Acts of Kindness week" and hosting our Newcomer's Breakfast and Tours.

Limited Development
08/13/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met 100% of staff will be trained on and implementing Capturing Kids Hearts and Sources of Strength. Students will help develop social contracts in each classroom. Teachers will utilize the 4 Questions and lessons will be taught throughout the year. Evidence of the lessons will be in our Thunder Time slides, social contracts and the 4 questions will be posted. Direct counseling lessons will be provided from our counseling staff, as evidenced by the schedule and student activities. Our calendar will reflect the following events having occurred throughout the year: Suicide Prevention Week, Random Acts of Kindness Week, Say Something App lesson, Title IX lesson, training on 504s, Reporting Abuse/Neglect, McKinney Vento, and attendance, Newcomer's Breakfast and Tours, Red Ribbon Week (Drug Prevention), implementation of the "Why Try Program." Students with food insecurity will receive Bags of Hope. Attendance rewards & incentives will be provided to students in order to increase regular school attendance. Infinite Campus attendance data will be used to determine our increase in attendance.</p>			Norma Jean Fitzpatrick (elected 9/8/23)	06/10/2028
Actions			0 of 2 (0%)		
8/28/24	<p>Teachers will implement daily Social Emotional Learning time using elements from the Capturing Kids' Hearts program (Social Contracts, 4 Questions, Good Things, Signals (Time Out, Check, Foul) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06). (Guardrail 3, FAM-S 31)</p>			Bright, Dittrich, Everett, Fitzpatrick, Bissinger	06/10/2028

Notes: Leader In Me
 Character Ed
 Caring Kids Hearts
 Anti-Bully Campaigns
 Classroom Counseling lessons
 Title IX lessons
 Say Something App
 Suicide Prevention Week

8/28/24 Counselors will monitor daily attendance and activate the 3,6, and 10 day letters in order to determine student truancy and proactively address chronic absenteeism. (Guardrail 3)

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 Stanley, Lampkin

06/10/2028

Notes: Attendance Plan -
<https://docs.google.com/document/d/1JwxG2EqEpNdXL6pg2kcr1O7HCdQjJR3X5ATQ3vY4IMk/edit?usp=sharing>

Implementation:

05/28/2025

Evidence

5/28/2025 - Attendance secretary documentation of letters sent.

Experience

5/28/2025 - Counselors regularly monitored attendance and distributed 3,6, and 10 day letters. We also utilized our new social worker to support families and regular attendance. Home visits and parent conferences were conducted to support families and reduce barriers to school.

Sustainability

5/28/2025 - District attendance requirements and consequences for significant attendance concerns (For example, 20+ days). We will also continue home visits, use of the social worker, recommend mental health resources to families, and have parent conferences.