

Comprehensive Progress Report

Mission:

Crestdale Middle School will prepare all students to become innovative problem solvers as they incorporate critical thinking skills, advanced technological applications, and effective communication skills to enable them to succeed in the 21st Century.

Vision:

At Crestdale Middle School, we believe that students need a caring and supportive environment to help them grow socially, emotionally, and academically. Prior to scheduling students in the courses, we recommend them for appropriate levels of math based on their strengths and weaknesses, ensuring they receive the appropriate academic rigor throughout the school day. All students are heterogeneously grouped in Honors ELA, allowing students to learn from one another through collaboration. We monitor our students' success throughout the school year, and work together with families to provide our students with the support that they need throughout the school year. We make safety a top priority by constantly monitoring the instructional environment and making the necessary changes to our safety plans. We believe in regular communication with parents through our school's website, our school's Crestdale Chatter newsletters, PowerSchool Parent Portal, ConnectED phone system, and student agendas. We are a student-centered school and celebrate our students' creativity and diversity each day. We value our parents, and welcome them to be a part of our school environment by attending school functions and volunteering for activities.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 78.3% in SY2024-25 to >90 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percentage of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 40.5% in SY2024-25 to 45% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of OSS incidents will decrease 10%, from 148 in SY2024-25 to 133 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Crestdale Middle School's percent of students scoring Grade Level Proficient (GLP) in 8th Grade Science for End of Grade assessments from 75.9% in SY2024-2025 to 80% in SY2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percentage of students (SWD) scoring Grade Level Proficient (GLP) on 8th Grade Reading End of Grade assessments in grades 6-8 will increase from 22.5% in SY2024-2025 to 27.5% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will implement CKH components with fidelity, and the percent of Chronic Absenteeism will decrease from 18.25% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



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
<i>Initial Assessment:</i>		<p>The principal monitored the curriculum and classroom instruction by using a Tiered Coaching model. Each instructional leader, including Principal, Deans, Master Teachers, and Facilitator are assigned a coaching caseload. APs are not required to coach teachers since they are participating in the Evaluation process. In that process, they are required to complete two walkthroughs per cycle for each teacher they are observing.</p> <p>All teachers in the building have been force ranked into four tiers: 1- Every three weeks (effective teachers); 2- Every two weeks (needs some support); 3- Every week (needs intensive support) and SP/PCL- Every week, coached and monitored by Master Teacher and Principal (not responding to coaching).</p> <p>We will continue to use the Get Better Faster model to coach our Tier 2, Tier 3, and SP teachers. Tier 1 teachers will have check in meetings with their coaches.</p>	Limited Development 08/03/2024		
<i>How it will look when fully met:</i>		<p>When at full implementation, The Principal and Leadership Team are highly visible and regularly present in classrooms and PLCs to give timely, productive and meaningful feedback to teachers and instructional teams.</p> <p>Teachers will receive meaningful feedback on their practice at least weekly from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs.</p> <p>Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. This will include debrief sessions during weekly admin to review walkthrough feedback focused on standards-aligned instruction. The instructional leadership team will ensure that teachers are following district prescribed curriculum in ELA (Expeditionary Learning) and Math (Open Up), and implementing frequent checks for understanding.</p> <p>The Principal and Leadership Team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and</p>		Dylan Marshall	06/10/2026

rooted in best practice. Coaching logs will reflect bite-sized feedback and action steps for improvement.

Principal and Leadership Team provides tiered support for teacher individual needs.

Administration implements informal observation cycles with feedback through calibration walk throughs and focused walk-through loops.

In addition, weekly walkthroughs by administration and quarterly data review meetings will result in increased opportunities to provide effective feedback and recommendations to improve instructional practices. Fully implemented, core content PLCs will have weekly data meetings and receive verbal and written feedback to support walkthrough observations.

Data Metrics:

Qualitative:

Principal and leadership team are highly visible throughout school and classrooms to provide instructional support to teachers and instructional teams.

Quantitative:

Instructional teams conduct PLC meetings twice per week, with a focus on content planning and implementation and data analysis.

Walk through data shows that 100% of teachers are following the district curriculum and are aligned within the team for pacing.

Coaching logs will reflect weekly coaching sessions with teachers identified as needing additional support in terms of classroom management and/or instructional delivery.

Actions		1 of 2 (50%)		
8/3/24	The Instructional Leadership Team will implement a structured coaching model to provide tiered instructional support to all teachers. Aligned with Goal 2 and Goal 3		Dylan Marshall	10/17/2025

Notes:

8/3/24 All staff will implement consistent, effective, and fair grading practices aligned with the CMS Grading Plan and implement a quarterly analysis of their grade distribution, including a causal analysis. This is to ensure equitable instruction and grading across PLCs (Aligns with Goals 2 and 3).

Complete 05/20/2025

Dylan Marshall

10/17/2025

Notes:

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
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Initial Assessment:

Currently, our EC subgroup has an "F" grade. To improve, we have strategically scheduled our EC students with our strongest Math and ELA teachers, and they will all receive instruction within an inclusion model. Our EC teachers have each been scheduled to provide services within grade level ELA and Math classes. This will ensure that they have access to grade level curriculum. Our EC students have also been placed into a Learning Lab class to receive Resource services as needed according to their IEPs. We have planned training for EC and ML classes on various including models.

Limited Development
12/07/2023

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

All EC students will receive small group instruction as indicated in their IEPs. In addition, they will meet with their regular education teachers in small group instruction in their core subject areas at least twice weekly.

Benchmark, common assessment, and MAP data will reflect student progress toward their individual learning goals. EOG data will demonstrate all EC students have met or surpassed their expected growth.

Dylan Marshall

06/10/2026

Actions

0 of 1 (0%)

10/24/24 Throughout the school year, we will provide ongoing PD on effective coteaching models for EC and ML coteaching teams. (Aligned to A4.01, D1.02, and CMS Goal 4).

Kelly Geiler

01/16/2026

Notes:

Implementation:		09/02/2024		
Evidence	9/2/2024 Removed action step for the 24-25 school year.			
Experience	9/2/2024 Removed action step for the 24-25 school year.			
Sustainability	9/2/2024 Removed action step for the 24-25 school year.			

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>		<p>The MTSS process was developed and implemented this year for math and ELA and was tracked using Branching Minds. Students were provided targeted lessons in i Ready as identified for their tier either in pull out or in the classroom setting. After each Benchmark student progress was assessed and adjustments were made to the MTSS student lists. Appropriate adjustments were made and students who exited the program were celebrated and those that needed to continue were further supported. Challenges were time and personnel to appropriately provide the number of minutes required for each student. We have created a schedule for 2025-26 to support an intentional intervention block.</p> <p>This year, we have also scheduled students into Honors ELA and Math classes based on district rubrics to ensure that students receive the level of instruction they need.</p>	Limited Development 08/03/2024		

<p>How it will look when fully met:</p>	<p>Teachers are implementing core curriculum with integrity through district mandated curriculum. (Expeditionary Learning and Open Up.)</p> <p>Universal Screener data is analyzed and used to make decisions about scholar placement within the framework tiers.</p> <p>Diverse use of best practices and strategies that address different learning styles and needs (Math Language Routines, Dreambox, I-Ready).</p> <p>Professional development provided on tiered instruction/differentiation for core admin as well as teachers (MTSS).</p> <p>Collaboration across general education and support staff (EC, TD, ML, counselors, etc.)</p> <p>Focus is on supporting the curriculum (scaffold instruction).</p> <p>Purposeful tiered instruction is being provided for academics and behavior.</p> <p>Continuous data driven instruction that is teacher led based on MAP, District Benchmarks, End of Unit Assessments, etc.</p> <p>Implementation of the PAW Time block to ensure scholars are receiving proper interventions based on Universal Screener data.</p> <p>There will be a 15% reduction of scholars in Tiers 2 and 3 within the next two years.</p>		<p>Dylan Marshall</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/12/25 Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention(s): implement an effective co-teaching model including collaboration within PLCs between the co-teacher and lead teacher to provide targeted support in core classrooms for SWD to increase overall performance of SWD (Aligns with Goals 2 and 3, and Guardrail 1).</p>		<p>Tara Anderson</p>	<p>01/17/2025</p>
<p>Notes:</p>				

8/3/24	Use PAW Time to implement small groups, flexible groups, interventions and enrichment for students identified through multiple formal and informal data sources and assessments to support students not performing at grade level. (Aligned with FAM-S 3 and Goals 2 and 3).		Tara Anderson	10/17/2025
<i>Notes:</i>				
8/3/24	The MTSS Leadership Team will develop and maintain a continuous cycle of school improvement based on data with specific strategies to address MTSS areas of academics, behavior, SEL, and attendance (Aligned with FAM-S 3 and Goals 2 and 3).		Zoraido Holmon	01/16/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>The team has worked to implement lesson plans aligned to the Open Up and EL curriculum. We have also put data analysis processes in place to support differentiation in the classroom. As a result of our efforts, we have the following data from the 24-25 school year: Composite- 66.8% GLP; ELA- 40.5% CCR; Math- 51.4% CCR; Math 1- 78.3% CCR; 8th Science- 75.9% GLP; 8th ELA-EC-22.5% GLP.</p> <p>We have created a master schedule so teachers have common planning, and our teachers meet twice per week to internalize content and analyze data.</p>	<p>Limited Development 08/03/2024</p>		

<p>How it will look when fully met:</p>	<p>Implementation of district curricula with integrity (Expeditionary Learning and Open Up)</p> <p>Evidence of the Core Actions; using the CMS Goals and Guardrails as a guide</p> <p>Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach (content, EC, and ML teachers collaborate)</p> <p>Collaborative PLCs with lessons and strategies being modeled regularly by content, EC, and ML teachers; Differentiation and scaffolds planned intentionally</p> <p>Common vocabulary and academic language being used across all disciplines</p> <p>Student growth and achievement data should increase for all subgroups without gaps (80% or more of our students will meet their predicted EVAAS growth as measured by NC EOG Assessment)</p>		<p>Dylan Marshall</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/3/24</p>	<p>PLCs will implement consistent and effective processes to implement district-provisioned curriculum using Academic Monitoring, Academic Conversations, and Anchor Charts (AAA) to increase student engagement and data-driven instruction. (Aligned with FAM-S 29 and Goals 2 and 3).</p>		<p>Alison Fisch</p>	<p>10/17/2025</p>
<p><i>Notes:</i></p>				
<p>8/3/24</p>	<p>The school implements a data analysis and action planning process for MVP data, benchmark data, iReady data, common assessments, and other data sources to increase student achievement. (Aligned with FAM-S 29 and Goals 2 and 3).</p>		<p>Lisa Evans</p>	<p>10/17/2025</p>
<p><i>Notes:</i></p>				
<p>9/16/25</p>	<p>Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).</p>		<p>Dylan Marshall</p>	<p>10/17/2025</p>
<p><i>Notes:</i></p>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our master scheduler has used the district-provided rubric to place 8th grade students appropriately into Math 8, Math 8 Honors, and Math 1. We have also created separate sections for Honors and Standard ELA. In addition, Wildcat Camp has been occurred for rising 6th grade students to acclimate themselves to Crestdale Middle School. This event occurs over the summer, in the beginning of August of each year. Also, Crestdale counselors have provided social-emotional support to students to ensure they are adjusting to middle school, and that they are prepared for high school.	Limited Development 08/03/2024		
<i>How it will look when fully met:</i>		<p>Use of district-provided rubrics to schedule students appropriately into Math 8, Math 8 Honors, and Math 1.</p> <p>Consistent implementation of transition strategies such as the Wildcat Camp, Transition Meetings, and counselor feedback to promote scholar success throughout the year.</p> <p>Student Services will provide social-emotional support to scholars and families to help them effectively transition to 6th grade and 9th grade.</p> <p>When at full implementation, these supports will directly support the CMS Goals and Guardrails to increase growth on as measured by EVAAS on EOG and decrease the number of suspensions.</p>		Dylan Marshall	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	8/3/24	<p>Provide additional instructional coaching and PD to teachers for Math 1 throughout the year to prepare scholars to succeed in advanced coursework and reach >90% CCR in Math 1.</p> <p>Aligned with Goal 3</p>		Nicole Cook	10/17/2025
<i>Notes:</i>					

8/3/24	Implement effective transition strategies (e.g. Wildcat Camp, Transition Meetings, counselor feedback, etc.) at the beginning, middle, and end of year to promote scholar success in the next grade level. (Aligned with Goal 4)		Corinne McBrier	01/16/2026
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