

## Comprehensive Progress Report

### Mission:

Piedmont exists to inspire in its students a passion for learning and a commitment to personal integrity and academic excellence. Students will demonstrate self-confidence and creativity, be open-minded and inquisitive, and display a sense of social responsibility and global awareness.

### Vision:

At Piedmont Middle IB teachers work to develop in students the skills of creative problem-solving, effective communication, the ability to work in groups with diverse members, and the ability to withstand and resolve conflict. The focus of study is to develop analytical and conceptual thinking, rather than rote memorization. Information and technology literacy, combined with self-directed learning, help prepare our students for the future. The Learner Profile, driven by the Areas of Interaction, guides our curriculum and instructional design across all three grade levels. Our students move into high school prepared to face both rigorous academic challenges, and the personal demands of their later adolescent years.

### Goals:

We will meet or exceed expected Educator Value Added Assessment System (EVASS) growth (A2.04).

The percentage of 6th-8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Reading EOG will increase from 42.5% in SY2024-2025 to 45% in SY2024-2025 (Goal 2).

We will reduce the number of chronically absent students in grades 6-8 by 25% from 105 to 79 (Guardrail 3).

The disproportionality between the lowest performing group of students and highest performance group of students in all reading CCR scores will decrease from 39.5 percentage points in June 2024 to 25 percentage points in June 2026 (A2.04).

The percentage of effective teachers leaving will decrease from 10% in June 2024 to 0% in June 2026 (Guardrail 4).

2026: The percentage of 6th-8th grade students scoring at or above (GLP) Grade Level Proficient on MOY Reading and Math Benchmark Exams will increase from 56.4% in SY2024-25 to 59% in SY2025-26 (Aligns to A2.04 & B3.03 and CMS Goal 2 & Goal 3)

2026: The percentage of 7th and 8th grade students who score at the College and Career level (CCR) - 4 or 5 - on the Math 1 EOC will increase from 86.6% in SY2024-25 to 89% in SY2025-26 (Aligns to A4.16 and CMS Goal 3, A4.16)

2026: The percentage of 6th-8th grade students who score at the College and Career level (CCR) -4 or 5 - on the Mathematics EOG will increase from 52.6% in SY2024-25 to 55% in SY2025-26 (Aligns to A4.01 and CMS Goal 3)

2026: Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 87% in June 2025 to 72% in June 2026 (Guardrail 2).

The percent of students in the EC subgroup scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 6-8 will increase from 15.4% in SY2024-25 to 25% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1B: Monitor short-and long-term goals**

KEY			Implementation Status	Assigned To	Target Date
	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)			

**Initial Assessment:**

**2025-26**

The principal successfully organized Core Action Walks biweekly with the admin team to monitor instruction in targeted subjects/groups (ELA/Math/Science/BTs/etc.). In addition, she supported the MTSS leads (AP and Master Teachers) with original in-house lessons to notify and train teachers and students about the classroom expectations for Academic Enrichment classes. The admin team organized a targeted monitoring plan for our Academic Enrichment 6th block to support teachers and ensure that students are working on their i-Ready assessments, other assignments, and/or enrichment activities, as determined by data points and outlined for the quarter.

2024

We successfully monitor curriculum and classroom instruction. We improved by 20.1 points from the 2nd to 3rd Benchmark Exams. Bi-weekly staff meetings with PLC's provide support for unit planning. According to the Working Conditions Survey, 80.85% of teachers feel that the professional development received at school included sufficient opportunities to work productively with their colleagues.

Instruction was improved schoolwide resulting improved scores on ELA Benchmark Exams. In addition, four members of the administrative team participated in the Charlotte School Excellence Academy Workshop. The workshop trained observers how to give teachers helpful and timely feedback.

Time constraints challenge the administrator's ability to dive deeper into unit plan development. We have only skimmed the surface when it comes to creating strong, interdisciplinary IB units. The training of new staff members in the components of IB continues to be a challenge.

The 2024-25 school year offers opportunities to improve the unit plan process by providing more time to work on designing effective formative and summative assessments. IB Unit plan design and effective reading strategies will be added to the agendas of our monthly faculty meetings.

Limited Development  
08/06/2024

<b>How it will look when fully met:</b>	When this indicator is fully implemented, our unit plan process will be structured to ensure that teachers can design effective formative and summative assessments. The agendas of our monthly faculty meetings will include strategies for embedding IB components into the curriculum. Instruction will improve schoolwide resulting in increased scores on Benchmark Exams and i-Ready Assessments. Improved unit planning and instruction will result in steady quarterly gains on i-Ready ELA and Math Assessments (5% improvement per quarter).		Jackie Barone	06/30/2026
<b>Actions</b>		<b>1 of 3 (33%)</b>		
8/6/24	The principal will delegate responsibilities to the leadership team in order to increase CCR reading scores from 37.5% in 2023-24 to 45% in 2024-25. Bi-monthly assessment data will determine if any adjustments for support is necessary (FAM-S 29).	Complete 11/29/2024	Jackie Barone	12/01/2024
<i>Notes:</i>				
6/3/25	The principal will ensure that reading strategies are included on all staff meeting agendas in order to support literacy instruction across all disciplines. The administrative team will meet with PLC's to share data and strategies to support the schoolwide reading goals (FAM-S 34).		Jackie Barone	06/10/2026
<i>Notes:</i>				
6/3/25	The administrative team will monitor student growth to ensure that the percentage of 6th-8th grade students who score at the (CCR) College and Career Level - 4 or 5 - on the reading EOG will increase from 42.5% in 2024-25 to 45% in 2025-26 (Aligns with A2.04 & B.303 and CMS Goal 2).		Brady Monismith	06/10/2026
<i>Notes:</i>				

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
<b>Initial Assessment:</b>		We use extended day funds to implement a second-semester program that provides before-school tutoring in reading and math for students identified as needing support, based on i-Ready and benchmark assessment data. The existing barriers are recruiting students and obtaining parental consent.	Limited Development 10/02/2025		
<b>How it will look when fully met:</b>		To support students identified as needing academic intervention in reading and math, a before-school tutoring program will be implemented during the second semester. This initiative is funded through extended day resources and is designed to provide targeted instruction based on data from i-Ready and benchmark assessments. When implemented, selected students will participate in small-group sessions led by qualified educators, focusing on skill development aligned with grade-level standards. The program will take place prior to the start of the regular school day, ensuring minimal disruption to core instructional time. Families will be informed and invited to participate, and student progress will be monitored throughout to ensure instructional effectiveness and academic growth.		Karen Gorman	06/12/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/2/25	The school will utilize extended day funds to create a program second semester to offer before school tutoring in reading and math to students in need of support based on i-Ready and benchmark data.		Karen Gorman	06/12/2026
		<i>Notes:</i> This will begin in the 2nd semester.			
	10/2/25	The principal will utilize ADMs to create TLP positions and other teaching positions based upon student needs.		Jackie Barone	06/12/2026
		<i>Notes:</i> This will take place in the 2nd semester.			
<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
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:**

2025-26 Update:

Our SSPLC monitored and supported the MTSS process through by tracking student progress through a shared database with administrators, counselors and facilitators. Student progress was reviewed regularly and groups were adjusted quarterly to ensure all students were placed in the appropriate classes to meet their academic needs. Students needing supplemental and intensive interventions were grouped together based on data from i-Ready and quarterly benchmarks.

Our challenges continued to be training our core teachers in using the Branching Minds platform. We are still working to familiarize staff members with entering student data and utilizing the resources offered in the platform.

In the 2025-26 school year, we will seek out more opportunities for our staff to receive support and training for Branching Minds from district facilitators.

2024

Our MTSS program is monitored by our SSPLC through bi-weekly meetings allowing us to effectively track student progress. Each grade level administrator keeps a database of students who do not meet the district threshold for mastery. We successfully implemented the MTSS structure in the 8th grade using MAP data to regroup students appropriately.

One of our challenges was training our core subject teachers in using the Branching Minds platform. Progress Monitoring was not prioritized by the teachers. This was demonstrated by the number of students who were not monitored consistently. Another challenge was our master schedule. Many students who needed MTSS interventions did not receive it due to having IB mandated elective classes during 6th block.

In 2024-25 intentional scheduling of students will alleviate the challenge students not receiving the required MTSS services. Teachers will receive professional development regarding use of the Branching Minds platform. The administrative team will have the opportunity to better support teachers who found navigating the platform challenging.

Limited Development  
08/06/2024

<p><b>How it will look when fully met:</b></p>	<p><u>2025</u></p> <p>When this objective is being fully met all students will be placed in 6th block academic enrichment classes according to the results of i-ready and benchmark data. Staff members will effectively utilize the Branching Minds platform to update and student progress. We will use the Branching Minds platform indicators to determine that we have fully met the implementation of this objective.</p> <p><u>2024</u></p> <p>We will have intentional 6th block grouping for students who are new to Piedmont and have not already been placed, as well as, students requiring MTSS interventions. We will arrange for Tier III students and students with scheduling conflicts to receive their required interventions immediately when they arrive at school prior to the start of core instruction. This will prevent students from missing instruction time during core and elective classes. We will use i-Ready results to determine the number of students on grade level.</p>		<p><b>Karen Gorman</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>8/6/24</p>	<p>The SSPLC will monitor and support the MTSS process by supporting teachers by providing interventions for students, assisting in learning the data entry process, and using a bi-weekly meetings to track progress of teachers and students through the MTSS process. The SSPLC will utilize Benchmark and i-Ready data to create lessons and interventions during 6th block time (FAM-S 3)</p>		<p>Karen Gorman</p>	<p>06/10/2026</p>
<p><i>Notes:</i> i-Ready Implementation Plan:</p> <p><a href="https://docs.google.com/document/d/17Wya4vymy6TGAsesntrp3qUr4_4R-6RyLBJi12Q_2aQ/edit?usp=sharing">https://docs.google.com/document/d/17Wya4vymy6TGAsesntrp3qUr4_4R-6RyLBJi12Q_2aQ/edit?usp=sharing</a></p>				

9/4/24	<p>The MTSS committee will consistently provide the staff with updated information and professional development on the MTSS process and procedures in order to build the teaching staff's capacity to navigate the Branching Minds platform. This will result in the teachers having a better understand of student goals as they monitor their development on the platform. Instruction will be more aligned to the needs of the students.</p> <p>In addition to Branching Minds, the admin team will work with teachers on understanding i-Ready data and resources including bringing in i-Ready specialists to train our Math, ELA and support staff (FAM-S 4).</p>		Karen Gorman	06/10/2026
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<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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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:**

2025-26 Update

Our percentage of 6th-8th grade students who score at CCR level - 4 or 5 - on the Mathematics EOG increased from 48.5% in 2023-24 to 49.3% in 2024-25. Our percentage of 6th-8th grade students who score at 4 or 5 in the reading EOG increased from 37.5% in 2023-24 to 42.5% in 2024-25.

We successfully utilized the support of our elective teachers during 6th block Academic Enrichment to help with math and reading groups. This resulted in students receiving more individualized and small group instruction.

It was a challenge to train and teach all 6th block teachers in how to navigate, locate and utilize the resources offered in the i-Ready platform.

With increased practice using the i-Ready platform and additional professional development, all teachers will become more familiar with the resources to improve their 6th block lessons.

2024

Our percentage of 6th-8th grade students who score at the CCR level - 4 or 5 - on the Mathematics EOG increased from 47.8% in 2022-2023 to 48.5% in 2023-2024. Our percentage of 6th-8th grade students who score at 4 or 5 - on the Reading EOG decreased from 47.1% in 2022-2023 to 37.5% in 2023-2024.

We successfully embedded IB components with the mandated core subject curriculums resulting in more rigorous instruction. Our facilitators and IB coordinator effectively guided and led PLC's to implement interdisciplinary units.

It was challenging for our PLC's to effectively collaborate with each other when planning and preparing lessons and projects.

We have the opportunity to re-establish cohesion and effective relationships amongst PLC's in order to foster better collaboration.

Limited Development  
08/06/2024

<p><b>How it will look when fully met:</b></p>	<p><u>2025</u></p> <p>When this indicator is fully implemented, teachers will utilize data charts from i-Ready to improve their lesson plans and increase the effectiveness of small group instruction. Quarterly diagnostic assessments will be used to determine that full implementation of the objective has been reached.</p> <p><u>2024</u></p> <p>When this indicator is fully implemented, bi-weekly meetings and frequent check-ins with PLC's ensure that units of study are being delivered. These units reflect college and career ready formative tasks that prepare students for rigorous summative assessments. We utilize the academic enrichment block to improve our students' Math 8 R scores. We ensure that all teachers are provided with 85 minutes of planning per day.</p> <p>We will utilize our academic enrichment block for acceleration and remediation in math. IB unit plans will be aligned to state standards increasing student growth and college and career readiness. IB professional development will be embedded into monthly staff meetings and included on the agendas. When fully integrated into the culture and daily life of the school, administrators and counselors will designate 2 specific days per week for all IEP and 504 meetings to ensure that teachers' 85 minutes of daily planning is not infringed upon. Cohesion and teamwork will exist amongst all of our PLC's.</p> <p>Our percentage of 6th-8th grade students who score at the CCR level - 4 or 5 - on the Mathematics EOG will increase from 48.5% in 2023-2024 to 55% in 2024-2025. Our percentage of 6th-8th grade students who score at 4 or 5 - on the Reading EOG will increase from 37.5% in 2023-2024 to 45% in 2024-2025.</p>		Jackie Barone	06/30/2026
<b>Actions</b>	<b>1 of 4 (25%)</b>			
8/6/24	Teachers will utilize PLC's to review and ensure that standard aligned plans are being written, followed, reviewed, and analyzed based on the IB Unit Plan Checklist (Goals 2 & 3).	Complete 10/31/2024	Pamela Manneh	11/01/2024
Notes:				

6/3/25	Content area teachers will collaborate across disciplines to design at least one interdisciplinary unit of study, and all PLCs will develop a standards-aligned IB project for their content area, which will be scaffolded and implemented across all three grade levels. (Goals 2 & 3).		Maranda Thornburg	01/21/2026
<i>Notes:</i>				
6/3/25	The administrative team will conduct walkthroughs to ensure that all lessons are aligned and based on the teaching standards. Admin team will focus on targeted walkthroughs of our 6th block enrichment/remediation time (FAM-S 29).		Jackie Barone	06/10/2026
<i>Notes:</i>				
6/3/25	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).		Jackie Barone	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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>			Limited Development 08/06/2024		
<p><b>2025-26</b></p> <p>We are continuing to decrease our number of risk assessments. Weekly SEL writing prompts are distributed to staff to support our school wide literacy goals and to help students manage their emotional well being. School wide incentives are used to reward classes with high attendance and consistent academic improvement. Grade level incentives are used to promote positive action amongst students and help to reduce the rate of student infractions. Counselors meet with the district's Positive Intervention Behavior Specialist to assist students with disabilities.</p> <p><b>2024</b></p> <p>Our counseling department's annual goal was to focus on attendance. Through various quarterly incentives, data showed our chronic absenteeism declined by 11%. All 12 of our students who were identified as needing therapy were successfully referred to School Based Mental Health, including 3 who received additional support. IB Tuesday lessons, created by our IB Coordinator, is available to staff</p>					

every week. The monitoring of student behavior through grade level initiatives, such as S.A.L.E (Safe Accountability Leadership Enquiry), helped to decrease the number of ISS/OSS 13% in the 7th grade. According to our 2024 Panorama data, 87% of students feel their teachers are respectful towards them.

Our successes include decreasing our number of risk assessments from 47 in 2022-23, to only 28 this year. The counseling department created a video to prepare students to take the Panorama Test more seriously. Weekly SEL writing prompts were distributed to staff to support our school wide literacy goals and to help students manage their emotional well being. Grade level incentives promoted positive action amongst students and helped to reduce the rate of student infractions. Counselors met with the district's Positive Intervention Behavior Specialist, seeing out additional assistance for students with disabilities. School wide incentives were used to reward classes with high attendance and consistent academic improvement.

Some of our challenges include the need for our counselors to have additional duties which sometimes prevents them from addressing the behavioral and emotional needs of the students. Due to the lateness of buses and congestion at the Safety Scanners, students are missing advisory lessons and activities, as well as, core instruction.

To address our challenges we will institute a monthly advisory program that is better suited to our bell schedule to offset the lateness of morning buses. We will use additional support staff to the relieve our counselors in instances where they are need to support students in need. We will continue to decrease the overall number of risk assessments.

<p><b>How it will look when fully met:</b></p>	<p>All students will receive classroom guidance lessons that align with the district. These lessons are aligned with the North Carolina Guidance Essential Standards and will be delivered to each student through science and/or social studies. Implementation of the CMS SOS program will decrease the percentage of high risk suicide assessments, in addition, the counselors will start implementation of the CMS SOS program in grade 6.</p> <p>We have added a part-time school social worker and a part-time 504 counselor to supplement the case loads of our 3 grade level counselors, so that they can have more time to implement their school comprehensive counseling program. We have also added an in-school suspension coordinator to help increase the number of students receiving restorative and reflective conversations when they are assigned in-school suspension. 80% of our incidents of out-of-school suspensions were assigned to African American students. This number will decrease by 10% (16). The student absenteeism rate will decrease 2.42% from 12.42% to 10% by June 2027. Staff will implement the tools learned in the Capture Kids Hearts training throughout the school day.</p>		<p>Jackie Barone</p>	<p>06/10/2027</p>
<p><b>Actions</b></p>		<p><b>2 of 6 (33%)</b></p>		
<p>8/23/24</p>	<p>As a way to track and monitor attendance, counselors will communicate with home by phone/text/email. They will create personalized incentives and help students set academic and career goals (Guardrail 3).</p>	<p>Complete 11/29/2024</p>	<p>Counselors</p>	<p>12/01/2024</p>
<p><i>Notes:</i> Attendance Plan:  <a href="https://docs.google.com/document/d/1TIBBr677PIplz_UWakxkcMW3PSDm4lop3aveNAKnenM/edit?usp=sharing">https://docs.google.com/document/d/1TIBBr677PIplz_UWakxkcMW3PSDm4lop3aveNAKnenM/edit?usp=sharing</a></p>				
<p>9/11/24</p>	<p>In all ELA classes in 6th, 7th and 8th grade, students will complete weekly journals in Canvas (IB Inkwell). The prompts will address the students' social emotion development. It will also help the students improve their writing skills (Fam-S 31).</p>	<p>Complete 11/29/2024</p>	<p>Pamela Manneh</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				

6/3/25	Teachers will share emotional concerns with counselors who will follow up regarding student needs via individual counseling sessions, small groups or classroom guidance. Counselors will keep track via Student Services log, grade level team meetings, SWAS PowerPoints at faculty meetings. Counselors will update department data monthly and share with staff (Fam S-31).		Counselors	06/10/2027
<i>Notes:</i>				
6/3/25	Monitor student behavior through databases, team meetings, and administrative records to ensure that students who are needing more support are getting it rather than utilizing consequences to alter behavior. This aligns with our guardrail regarding the disproportional suspension of African American students (FAM S-30).		Jackie Barone	06/10/2027
<i>Notes:</i>				
6/3/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).		Jackie Barone	06/10/2027
<i>Notes:</i>				
6/3/25	Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).		Jackie Barone	06/10/2027
<i>Notes:</i>				