Comprehensive Progress Report

Mission: Allen Middle School aspires to produce life-long learners through rigorous academics,positive socialization and nurturing hearts.

Vision: To promote excellence in character development, academics and global citizenship through the collaboration of all stakeholders.

Goals:

By the end of the 2026-2027, 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.

By the end of the 2026-27 school year, we will increase our performance composite on End of Year assessments by 3% (from 34.5 to 37.5).

By the end of the 2026-2027 school year, all students will explore college and career pathways in one or more of the following areas: -Career Focused Club Day for all students -All 7th graders will complete YouScience Assessments -All 8th graders will create a Career Development Plan -School Wide Career Fair for all students

As an ATSI school, our students with disabilities should meet or exceed proficiency by 3% and subgroups should meet or exceed growth.



! = 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:	Teachers receive feedback verbally and in writing from administrators. Evidence can be provided through NCEES. Additionally, the administration team attends weekly content professional learning community (PLC) meetings to discuss and review unit plans to assure the preparation of rigorous instruction.	Limited Development 08/30/2016		
	Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Teachers receive targeted feedback following informal and formal observations. Teachers receive follow-ups visits to observe implementation of given feedback.		**Dwayne Jordan**	**06/11/2027**
Actions		**0 of 2 (0%)**		
9/19/24	(Goal 2) Administrative team will create a systematic approach to provide teachers will timely feedback following classroom visits and observations. (feedback via email, conference, team meeting dialogue, raw data)		Dwayne Jordan	06/11/2027
Notes:				
10/16/25	(Goal 2) Collegial Walkthroughs will be conducted at least twice a year during PLCs for teachers to see best practices in action to reflect on best practices learned, things to consider, and next steps.		Iris Miller	06/11/2027
Notes:				
Implementation:		05/07/2019		
Evidence	5/3/2018 per artifacts uploaded			
Experience	5/3/2018 This was embedded into our routines for administrators at Allen			
Sustainability	5/3/2018 Develop long-term schedule with targeted foci			

	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
Initial Assessment:			Within the 2023-24 school year, our school identified the following resource inequity for students with disability with the use of fastbridge, Number Worlds, and other EC district resources. Allen MS - RAR	Limited Development 10/23/2023		
How it will look when fully met:			Student growth progress in these subject areas with show improvements as compared to last school year.		**Shayon Whitely-Lewis-7th grade 1 of 2 term**	**06/11/2027**
Actions				**1 of 3 (33%)**		
		10/23/23	Analyze benchmark data to determine growth and next step intervention/tutoring for students	Complete 05/07/2024	Danva Duncan-7th grade	06/11/2027
		Notes:				
		10/30/23	(Goal 2) We will use our assessment data spreadsheet and growth target summary to monitor the needs of each scholar to determine differentiation, small group, and resource needs.		Tiffany Cole	06/11/2027
		Notes:	Designee and team will review quarterly testing data to further identify persistent inequities and serve the underperforming students.			
		10/5/25	(Goal 2) Title I Funds are used for 1.9 teacher positions, supplies and materials, and parents supplies to support the school improvement goals towards academica achievement, the guilford guarantee goal, and student intervention around academics, attendance, behavioral, and social needs.		Tiffany Cole	06/11/2027
		Notes:	Add Title I funds are used for 1.9 Teacher positions Add Title I funds are used for Supplies and Materials Add Title I funds are used for Parent – Supplies and Materials			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			LEA: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. We use school performance data as well as classroom observation data to make decisions regarding teachers targeted to receive additional instructional support. One area in which we need to implement with greater fidelity is providing content specific professional development based on both performance and walk-though anecdotal data.	Limited Development 08/18/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Each teacher receives differentiated professional development based on the specific needs as determined by their student performance data and classroom observation data. All teachers receive professional development that propels us towards meeting our school-wide goals. Teachers receive content specific professional development as determined by student performance and observation data.		**Tiffany Cole**	**06/01/2027**
Actions				**1 of 3 (33%)**		
9/9/22			(Goal 2) All ELA and Math teachers will receive district provided coaching on effective implementation of the Open Up or EL curriculum strategies alongside contracted services as applicable	Complete 12/02/2025	Jessica Brooks-7th grade 1 of 2 term	12/21/2026
Notes:						
9/9/22			(Goal 1) All staff will receive ongoing professional development in EL strategies to better enhance instruction and increase proficiency for our MLL students.		Kristina Vicidomini-Encore 1 of 2 term	05/20/2027
Notes:						

9/27/21	(Goal 2) We will conduct Collegial Walkthrough PLCs to learn best practices, things to consider, and next steps as a part of our professional learning communities and grade level reflection of teaching and learning. Other staff development needs will be determined by admin and district walkthroughs done throughout the year.		Tiffany Cole	06/11/2027
Notes:				
Implementation:		09/03/2020		
Evidence	6/13/2017 Training sessions were held on 08/22/16, 9/7/16, 9/16/16, 9/29/16, 10/07/16, 10/14/16, 10/19/16, 2/10/17, 2/15/17, 2/24/17, 3/7/17, 3/21/17, 4/4/17			
Experience	6/13/2017 All ELA teachers attended district mandated ARC training during early release days, as well as supervised sessions with the ARC coach. Teachers gained knowledge on effective conferences as per ARC standards. Teachers were apprehensive due to the extensive learning curve as it related to the correlation between common core standards and ARC standards.			
Sustainability	6/13/2017 District will continue to provide training sessions to implement further knowledge of the American Reading Company curriculum. Teachers have gained knowledge on how to bridge their personalized teaching styles with ARC standards. Teachers will incrementally check in with students IRLA levels to ensure individual growth.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers work as a grade level weekly led by the grade chair and curriculum facilitator to support teaching and learing through PLC format. Teachers work by content once a week on Thursdays to unpack standards, design assessments, and lessons and differentiation to support teaching and learning.	Limited Development 10/18/2025		
How it will look when fully met:	PLC, grade level structures, content planning PLCs will continue to focus on tiered instructional strategies such as differentiated core instruction, small group support, and collaborative parent action planning to support student progress.		**Iris Miller**	**06/11/2027**
Actions		**0 of 2 (0%)**		
10/18/25	Goal 1: Weekly PLC or grade level meetings to ensure classroom instruction supports teaching and learning for all students through data analysis, unpacking standards, collegial walkthroughs, and standards in practice.		Iris Miller	06/11/2027
Notes:				
10/18/25	Goal 1: Weekly content planning sessions led by content teachers to facilitate instructional planning to ensure standard alignment, design of weekly assessments, and the identification of quality instructional practices to support learning for all.		Jessica Brooks-7th grade 1 of 2 term	06/11/2027
Notes:				

	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:			Currently we do not provide a RTI model. However we implement an Instructional Support Team (IST), to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of additional services. Additionally we have ESOL, AG, and EC. We are currently reviving Professional Development regarding MTSS with plans to fully implement in the 2020-2021 school year.	Limited Development 08/30/2016		
			Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:			Students receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Students that are determined to be “at-risk” through an Early Warning System, receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they receive intensive interventions as well.		**Amy Matthews**	**06/04/2027**
Actions				**1 of 3 (33%)**		
9/27/21			Goal 1) We will continue our professional development with MTSS to blend our tier 1, tier 2, and tier 3 supports to help all students reach their growth targets and grade level proficiency goals. We will progress monitor student success and submit referrals to MTSS based on any student concerns with academic, behavior, or social emotional needs.		Aprile Hampton	12/15/2026
Notes:						
8/29/17			(Goal 2) Small group instruction will be implemented across all disciplines to meet the needs of diverse learners.	Complete 05/04/2021	Julian Gillespie-8th grade 2 of 2 term	06/11/2027
Notes:						
10/1/19			(Goal 2) PLC's will meet and least twice a month to discuss data from CFA's and Interim Assessments to determine effectivness of core instruction		Dwayne Jordan	06/11/2027
Notes:						
Implementation:				10/02/2018		

Evidence	5/3/2018			
Experience	5/3/2018			
Sustainability	5/3/2018			

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**
Initial Assessment:	Allen middle has developed a mission, vision, and motto that allows for the constant reiteration of school expectations and the cultural values of our school. In terms of student support, the counselors and administration team work vigilantly to ensure that students entering from the elementary level become acclimated to the transitional process with class scheduling, student ambassadors that assist with on-boarding of new students, and social activities that foster an environment for student social development. Students are able to learn the policies and procedures of the school and are offered support from administration, faculty, and staff to ensure their success. In addition, eighth grade students tour college campuses to get a feel for their career path.	Limited Development 08/29/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Allen middle supports the transition of students from grade to grade and level to level with the implementation and execution of a successful transitional team with a process that includes : fostering communication; responding to all stakeholder needs; developing a sense of community; and including an evaluation of the transition program and evolve and adapt it as needed.		**Tiffany Cole**	**06/11/2027**
Actions		**3 of 7 (43%)**		
10/18/25	Goal 3: We will have a first quarter Choice Fair for students and parents to support parent knowledge and actions of choosing the best experiences to support their scholars goals for college and career readiness.	Complete 11/05/2025	Amy Matthews	11/01/2026
Notes:				

10/18/25	Goal 3: Youscience will be given to 7th graders to support in the process of student exploration and transition to helping with choice opportunities to allow for alignment with college and career readiness.	Complete 12/02/2025	Kristina Vicidomini-Encore 1 of 2 term	12/10/2026
Notes:				
10/18/25	Goal 3: Support the development of 8th graders with their Career Development Plan to prepare for High School		Dwayne Jordan	03/10/2027
Notes:				
10/28/19	Goal 3: Allen will coordinate with elementary feeder schools, a semester activity with each, to develop relationship connections with parents and students to support the guilford guarantee of excite in elementary to exploring in middle school	Complete 04/06/2021	Tiffany Cole	05/02/2027
Notes:	flyers, calendar invites, etc.			
10/18/25	Goal 3: Principal and student ambassador visits to all elementary and HS promotion ceremonies to support student transitions and connections		Dwayne Jordan	06/10/2027
Notes:				
10/18/25	Goal 3: Schedule field trips for all elementary feeder schools to Allen MS in the spring to support transition to middle school		Amy Matthews	06/12/2027
Notes:				
8/30/17	Goal 3: Allen will enhance the transition process for 6th and 8th grade students by continuing with school visits and transition meetings to get students acclimated to their new environment through school tours, middle college tours, and field trips. Annual Choice Awards Assembly for 8th graders, 7th grade Math 1, and 6th grade AIMM students will be facilitated to give students more educational opportunities when they enter high school		Iris Miller	06/14/2027
Notes:				
Implementation:		07/11/2019		
Evidence	7/11/2019			
Experience	7/11/2019			
Sustainability	7/11/2019			

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:			Currently we have some teachers who are attentive and ensure that they refer students to the in-school support service personnel in an effort to meet those students' needs. We have created some practices to foster emotional support for our students via greeting students at threshold, positive presences, restorative circle practice and morning meditation. We are also incorporating SEL and MTSS professional development.	Limited Development 08/01/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			The culture of the school is calm and inviting. Teachers foster a community in their classrooms that are both inviting and inclusive. Students feel valued. Conflict is resolved in an amicable manner with mutual respect among teachers, students, and parents. Adults in the building are able to discern issues that impact students' success and make appropriate referrals. There is a significant decrease in office referrals. The support staff and counselors provide follow-up to teachers and parents as needed. Students indicate that they feel connected to at least one adult in the building. All students feel as though they have a voice in the school. 100% of our teachers are able to address students' emotional states within the classroom. Teachers utilize our SEL coach as well as strategies and resources within the classroom.		**Tiffany Cole**	**06/30/2027**
Actions				**0 of 2 (0%)**		
		8/30/16	Goal 1: The school will create a digital reporting system that gives students the accessibility to report concerning behaviors of peers and/or themselves. PBIS and SEL activities will be embedded throughout school programming to provide student support as well		Tiffany Cole	06/08/2027
		Notes:				
		9/24/19	Goal 1: Professional development on SEL practices each semester to determine implementation of SEL in classrooms to support student social emotional needs.		Amy Matthews	06/12/2027
		Notes:				

Implementation:		05/03/2018		
Evidence	6/13/2017 Chill Out Zone dates: 10/28/16 and 4/28/17 All-White Party date: 6/9/17			
Experience	6/13/2017 Committees met to discuss possible school-wide incentives to promote positive behavior. Students were receptive and student participation increased from each incentive.			
Sustainability	6/13/2017 The committee will review the programs that were held and work to implement similar programs next year. Staff members will participate in a restorative justice training in order to improve school-wide behavior practices.			

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:			We have many modes of communicating with parents but have not fully implemented these. Modalities used to communicate with parents include: Peachjar newsletters, Powerschool, teachers utilizing Remind.com, ConnectEd messages, the GCS app, and parent conferences when requested.	Limited Development 08/18/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Parents and guardians are fully aware of all aspects of the school, including academic curriculum, assessments, student performance, and extracurricular activities. Partnerships between parents and teachers are formed to assist students on their path to success. Communication takes place through ConnectEd messages, Remind (and other classroom communication tools), grade level newsletters, Curriculum Night (Fall and Spring), Hispanic Heritage Month, Black History Month, adult ESL classes, PTO meetings, and informal parent interactions. We support implementation by constant follow through on all communications and events and consistent partnerships with parents and other stakeholders. We monitor progress and success through effective and meaningful feedback (for example, student-led/parent conferences, surveys, and frequent dialogue). We sustain these objectives annually by monitoring, evaluating, and modifying current practices.		**Dwayne Jordan**	**06/11/2027**
Actions				**0 of 2 (0%)**		
8/30/17			Goal 1: Weekly Connect Eds will update parents with key information and involement activities to support parent involvement with successful outcomes for their scholar.		Dwayne Jordan	06/11/2027
Notes:			**Trascription of ConnectED weekly calls made by administration Log of outgoing phone messages via Connect Ed- Finaliste Connect Platform			
8/30/17			Goal 1: Parent Nights will focus on student performances, showcases, student led conference opportunities, and relationship building to maximize engagement. Real World English will continue to be our weekend focus for our Hispanic families and community.		Dwayne Jordan	06/11/2027

Notes:	Student Led conference artifacts (pictures, attendee sign-in, survey results via connect ed) Back to School Curriculum Night (pictures, attendee sign-in, survey results via connect ed)			
Implementation:		08/06/2019		
Evidence	5/3/2018 per artifacts uploaded 5/7/2019 per artifacts uploaded			
Experience	5/3/2018 This was embedded into our routines for administrators at Allen 5/7/2019- This was embedded into our routines for grade levels and administrators at Allen			
Sustainability	5/3/2018 Develop long-term schedule with targeted foci 5/7/2019 Develop long-term schedule with targeted foci			