Comprehensive Progress Report

Mission:

The mission of Piedmont Middle School is to provide the opportunity for students to develop intellectually, socially, emotionally, and ethically. We strive to ensure that all of our students are actively engaged in learning and are respectful problem solvers, enabling them to become productive members of the community, equipped to deal with the challenges of the 21st century.

Vision:

Preparing all students to succeed in a globally competitive world.

Goals:

All students will identify one adult in the school who they can turn to for support.

Piedmont Middle School will Meet Growth Expectation in all tested areas.

Activity in the last 12 months

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers have had access to CHAMPS training and Administration has created expectations for common areas (Hallways, Bathrooms, Cafeteria)	Limited Development 10/05/2022		
How it will look when fully met:	Evidence of CHAMPS implementation in all classrooms as well as in all common areas. Students are taught expectations fluently and ongoing as needed.		**Ashton Coppley**	**12/29/2023**
Actions		1 of 2 (50%)		
	10/5/22 Teacher training for CHAMPS, initial	Complete 08/22/2022	Ashton Coppley	08/22/2022
	Notes:			

		10/5/22	Follow Up Training on Champs expectations and classroom management		Ashton Coppley	11/30/2023
		Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**Curriculum and instructional alignment**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			PLCs meet weekly to address power standards, how to teach them, how to know students have mastered the standard, what to do for those that do not, what to do for those that have.	Limited Development 10/05/2022		
How it will look when fully met:			Utilizing a variety of instructional strategies determined by the PLC to be most effective based on student achievement data. Evidence of student mastery illustrated in formative and summative assessments.	**Objective Met 11/01/22**	**Heather Whaling**	**02/25/2023**
Actions						
		10/5/22	PLC PD	Complete 09/28/2022	Heather Whaling	09/28/2022
		Notes:				
		10/5/22	Providing common PLC agenda to utilize for alignment conversations	Complete 10/31/2022	Heather Whaling	10/31/2022
		Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**Student support services**			
	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:			Utilization of universal screeners in math and ELA. Identification of students who need CICO structure for behavior tier II.	Limited Development 10/05/2022		
How it will look when fully met:			Students identified through universal screener to receive tier II instruction as needed during class instruction and/or during PT time. Students identified for Tier II receive additional support during PT with progress monitoring for all students to inform next steps.	**Objective Met 06/12/23**	**Kristopher Head**	**01/31/2023**
Actions						
		10/5/22	Staff MTSS training for behavior supports	Complete 11/01/2022	Kristopher Head	11/01/2022

	Notes:				
	6/12/23	Students complete BOY, MOY and EOY assessments in iReady and Star Math	Complete 06/01/2023	Cassie Eley	06/01/2023
	Notes:				

Core Function:	**Dimension C - Professional Capacity**				
Effective Practice:	**Quality of professional development**				
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:	Relied upon the district to provide professional development. Little to no participation for teachers in areas of identified need.		No Development 10/05/2022		
How it will look when fully met:	Teachers have access to professional development differentiated to their specific need. Teachers empowered to lead professional development in areas of expertise.		**Objective Met 06/12/23**	**sarah mintz**	**03/31/2023**
Actions					
	10/5/22	Establish a schedule for first semester sessions, ensuring all four areas are covered equally.	Complete 10/28/2022	sarah mintz	10/31/2022
	Notes:				