

## 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 Met Growth Expectation in all tested areas.



! = Past Due Objectives

KEY = Key Indicator

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:			Weekly PLTs  Use of district resources  Countywide PD	Limited Development 08/16/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Students currently working at grade level standards, increase student active engagement, evidence of student growth represented in student work, use of differentiation strategies, and small group instruction targeted to specific student needs.		Stephanie Schmitz	06/10/2020
Actions				1 of 4 (25%)		
	10/11/19	Implementation of formative assessment (probes) to identify student performance at grade level standards.		Complete 11/30/2019	Cassie Eley	11/30/2019
Notes:						
	11/25/20	Evidence of rigor in whole group instruction			Stephanie Schmitz	08/31/2021
Notes:						
	10/11/19	Evidence of differentiation through small group, independent task, and teacher feedback.			Cassie Eley	11/30/2021
Notes:						
	2/24/20	Close examination of NCCI data to drive instructional planning			Stephanie Schmitz	12/10/2021
Notes:						
Implementation:				02/24/2020		
Evidence			2/24/2020			

<i>Experience</i>	2/24/2020			
<i>Sustainability</i>	2/24/2020			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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	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
<b>Initial Assessment:</b>			<p>MTSS Leadership Team Developed: The MTSS team, consisting of necessary participants, have participated in district-level modules to then bring back to the staff for further PD.</p> <p>Student data for all enrolled students is available for view through the Dashboard. This dashboard houses enough historical data for the team to make data decisions to move students who may need more intervention into Tier II.</p> <p>There is a designated time each school day where students who need intervention can receive that without pulling them out of their core instruction. This time, called Panther Time, focuses on social/emotional/and behavioral needs as well as instructional intervention or enrichment.</p>	No Development 08/15/2019		
<b>How it will look when fully met:</b>			<p>When this objective is being fully met, the MTSS team will use the Data Dashboard, along with data decision making, to identify students who need instructional intervention. These students will move into intervention sessions as necessary and progress monitoring will be done weekly to determine if the students are making progress with the research-based approach to intervention.</p> <p>In addition, student growth rates will increase as instructors take a more targeted approach to student's individual learning and SEL needs.</p>		Kristopher Head	06/29/2021
<b>Actions</b>				<b>4 of 5 (80%)</b>		
	8/16/19		ELA and Math PLTs will complete Tier I plans identifying interventions that will be employed in the classroom.	Complete 01/30/2021	Trena Marshall	09/01/2019

*Notes:* These plans will be adjusted mid-year as the PLTs gather progress data from classroom, district, and state assessments.

All Tier 1 plans have been submitted to the MTSS team.

8/16/19	Administration and BEST will work together to develop a Behavior Tier I plan using trailing discipline data. This will include full staff training on Champs as well as the creation of a walkthrough document that will track the implementation of Tier I behavioral interventions.	Complete 09/03/2019	Henry Chandler	09/01/2019
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*Notes:* The progress of Tier I behavior plan development will be reevaluated by the MTSS team at the end of the school year.

Tier Plan behavior plan developed using champs.

8/16/19	Implementation of a universal SEL screener for all students to identify SEL needs	Complete 09/30/2020	Michelle Gray	08/31/2020
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*Notes:* This will be provided by district office of student services and deployed through Panther Time to ensure 100% of students are screened.

8/16/19	Universal Screening for ELA/Math/Behavior: The MTSS team will work together, using the data dashboard, to identify students needing Tier II interventions in math and/or ELA.	Complete 09/03/2019	Trena Marshall	09/30/2020
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*Notes:* Data will need to be reviewed at monthly meetings to identify the students that have shown progress and can be removed from Tier II, students who have recently shown evidence that they too need intervention, and students who are not responding to intervention and need more intensive support, Tier III.

MTSS team has identified Tier I and tier II students.

8/16/19	Progress Monitoring: Using Piedmont Recovery as a vehicle to support students who are needing more formal support with hybrid learning model		Kristopher Head	05/29/2021
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*Notes:* Accountability measure monthly to ensure that teachers providing interventions are conducting and recording progress monitoring as necessary.  
This information must be entered into the dashboard as evidence of progress or lack of.

	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
<b>Initial Assessment:</b>			<p>Counselor team of three teachers, each focusing on a different grade level. Counselors are involved, supporting students in the classroom as well as with small group sessions as needed.</p> <p>Targeted time each day outside of core instruction to address varying student needs.</p> <p>Partnership with DHS: Mental Health Therapist and Social Worker supporting our students as needed.</p> <p>Collaborative partnership between all SEL support staff: BEST committee</p>	Limited Development 08/05/2019		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
<b>How it will look when fully met:</b>			<p>Universal Screener provided by the district given to all students to identify specific needs. Information gathered used to group students during Panther Time to support this development. Students with identified needs referred to mental health therapist and/or social worker as needed.</p> <p>Professional Development increasing instructional efficacy among all teachers.</p> <p>Use of social media to include weekly "talks" on various SEL topics.</p> <p>Use of research-based strategies (resources) for counselor small groups.</p>		Kerri Mosley	06/10/2021
<b>Actions</b>				<b>1 of 3 (33%)</b>		
	9/3/19	Social Media Talks		Complete 09/03/2019	Rena McGee-Helms	06/10/2020
	Notes: Week 1- Admin Tips Week 2- Power of Words/Counselor Week 3- Positive Affirmations/Social Worker					
	11/25/20	Implementation of Small Group, Tier II, support			Kerri Mosley	06/01/2021
	Notes:					
	11/10/20	Implementation of Daily Character Ed			Trena Marshall	06/30/2021

Notes: Want to measure effectiveness based on student and teacher feedback.

Implementation:				09/03/2019		
Evidence		9/3/2019				
Experience		9/3/2019				
Sustainability		9/3/2019				
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:		<p>Administrative visits to elementary schools within the cluster. Administrative partnership with the high school as well as CDC shared between MS and HS.</p> <p>MS 6th grade counselor visits rising 6th graders at feeder elementary schools to discuss the transition; continuous support offered during the 6th grade year as well.</p> <p>Special programs (CTE, fine arts, band, JROTC) information sessions and visits for both rising 6th graders as well as rising 9th graders.</p>		Full Implementation 08/16/2019		

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)		Implementation Status	Assigned To	Target Date
Initial Assessment:		Middle School principals support one another as well as principals within the same cluster. In addition, the middle school director is available for direct support to all middle school principals. District organization is such that support staff is available to help with any need the school may have.		Full Implementation 08/16/2019		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)		Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>Establishment of a Leadership team consisting of principal and House (Grade Level) leaders as well as special program representation (EC, counselors, etc.)</p> <p>Leadership team meets monthly with an agenda, minutes, and follows up on plans made/discussed. To support this one time per month meeting, we also have School Improvement team with grade level representation as well as House meetings, PLT meetings, staff meetings, and committee meetings. Representation on each is mixed in order to improve communication between committees, etc.</p>	Full Implementation 08/16/2019		
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Meeting schedule supports various distributed leadership teams: PLT, House, School Improvement, Leadership, Hospitality	Limited Development 08/16/2019		
<b>How it will look when fully met:</b>			Cross-team communication: Communication that is provided through leadership makes it through House meetings and committee level information is provided to assure team members are all aware of school improvement measures and activities to improve alignment as well as decrease conflicts.		Melanie Hapeman	06/10/2021
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	8/16/19		Team Structures determined and cross-referenced to ensure representation across all areas.	Complete 09/03/2019	Holly Whitley	08/26/2019
			Notes: This will be done through BOY house meetings and double-checked by administration for cross-representation.			
			Admin- SIT- House, PLT, Dept- Committees			
	8/16/19		Information provided about each established Committee	Complete 09/04/2019	Holly Whitley	08/30/2019

*Notes:* In the opening staff meeting, all staff will get information regarding the established committees. The expectation is for all staff members to be a member of one committee which will also be reflected in Standard I of evaluations.

Committees established and meetings started.

Each committee will have an established purpose with deliverables that must be completed at least once per semester whether this be a project through panther time or another school-wide event, etc. Each meeting will have to be planned with an agenda and minutes submitted by committee leaders. Committees must be represented also on site-based or leadership.

8/16/19 Staff Survey indicating improvement of communication vertically and horizontally.

Complete 09/03/2019

Holly Whitley

06/10/2020

*Notes:* Adjustments made for 2020-2021 as necessary indicated by staff survey and other qualitative data.

Survey completed.

8/16/19 Monthly Meetings with clear focus, agenda, and minutes submitted by team leaders.

Holly Whitley

06/10/2021

*Notes:*

**Core Function:**

**Dimension B - Leadership Capacity**

**Effective Practice:**

**Monitoring instruction in school**

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



<p><b>Initial Assessment:</b></p>	<p>Staff, Parent, and student surveys indicated a strong response in principal visibility in the building and classrooms.</p> <p>Formative and Summative observations and assessments throughout: Each principal is assigned one staff member who he/she will primarily evaluate through the course of the year. This is in an effort to keep communication consistent as well as align supports as needed.</p> <p>Instructional walkthroughs conducted with a schedule to ensure that all staff are visited at least one time per month. Walkthrough "look fors" decided by administration and indicated on the walkthrough forms. These are adjusted as needed throughout the school year. Feedback from walkthroughs instantly available for teachers.</p>	<p>Full Implementation 08/16/2019</p>		
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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:			Administrative Meetings protected weekly with agenda and minutes to focus and address current items  Administrative disaggregation of student outcome data through spreadsheets designed to examine student growth.  Development of Data Dashboard used by MTSS team and availability for administrators' review and examination.  BOY staff survey indicating PD interests and needs.  Administrative observations, formal and informal, to identify instructional patterns, strengths and weaknesses.	Limited Development 08/16/2019		
How it will look when fully met:			Confidential display of student data and instructional pattern data in school's data room where administration and Leadership meetings occur.  Evidence of data in actions of administration providing professional development for staff or individual groups/team members.  Feedback data collected and reviewed after professional development to gain evidence to effectiveness and adaptations needed as well as follow up.  Alignment of PD to data as well as school improvement planning.		Lana Funderburk	06/30/2021
Actions				1 of 3 (33%)		
	8/16/19	Identification of a Data Room to confidentially display student data as well as instructional pattern data.		Complete 12/10/2019	Cassie Eley	12/10/2019
Notes: An area has been identified and school budget allotment decision must be made to create the room to display data.						
	11/10/20	On-going review of student performance data and close monitoring of those who are showing the need for additional support.			Lana Funderburk	05/31/2021
Notes:						

8/16/19	Updating displays of student outcome data as well as instructional pattern data.		Lana Funderburk	06/10/2021
Notes: PLT common assessment data				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>			<p>Teachers take part in NCEES orientation and become acquainted with their observation cycle.</p> <p>Administrators primarily observe the same staff member throughout the year in order to align supports, provide consistent feedback, and develop a relationship for continuous improvement.</p> <p>Staff members take part in interviews for new hires as available.</p> <p>Staff members have access to NCEES rubric and examples of artifacts for reference.</p>	Limited Development 08/16/2019		
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<b>How it will look when fully met:</b>			<p>Full alignment among all administrators and how they rate observations.</p> <p>Staff aware of expectations and how those expectations will be reflected in observations.</p> <p>Observation/Feedback an on-going process for ALL teachers, not just for those who have developing elements/standards.</p> <p>Consistency in innovative and effective instruction throughout all classroom environment.</p>		Devin Goodman	06/10/2021
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<b>Actions</b>				<b>2 of 5 (40%)</b>		
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9/3/19	Self Assessment and PDP completion		Complete 09/06/2019	Melanie Hapeman	09/09/2019
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Notes:					
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10/11/19	Formal Observation Cycle with targeted feedback.		Complete 05/31/2020	Henry Chandler	05/31/2020
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Notes:					
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10/11/19	Walk Through feedback			Michelle Gray	05/31/2020
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Notes:					
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11/10/20	Implementation of Staff Spotlights to celebrate strong instruction across the building		Devin Goodman	05/31/2021
<i>Notes:</i>				
11/25/20	Including PLTs and other teacher leaders in on new staff interviews and hiring processes		Devin Goodman	05/31/2021
<i>Notes:</i>				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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
<i>Initial Assessment:</i>			<p>Evidenced through parent/teacher surveys from 2018-2019 school year.</p> <p>Connect Ed (weekly announcement)</p> <p>Website</p> <p>Special Media (Facebook, Twitter also launching an Instagram page)</p> <p>PTO Communication</p> <p>Teacher Classroom Emails</p> <p>Powerschool, Parent Portal</p> <p>Canvas</p>	Full Implementation 08/05/2019		