

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.
- Piedmont Middle School will decrease office referrals by 10%.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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:			Work with each department to identify needs and allocate resources	Limited Development 11/27/2023		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Resource allocation consistent and equitable to meet needs where data indicates need (SWD).	Objective Met 06/27/24	Cassie Eley	06/01/2024
Actions						
11/27/23		Within the 2023-24 school year, our school identified the following resource inequity, SWD, as a result, our school plans to mitigate this inequity by providing SNA's with support and on-going guidance from the EC specialist. In addition, the EC case managers receive professional development for goal setting for students with disabilities. Finally, EC case managers receive PD on reading and math interventions.		Complete 06/10/2024	Cassie Eley	06/10/2024
Notes:						
Implementation:				06/27/2024		
Evidence			6/27/2024 Evidence in funding for identified groups to have additional support in ELA and math.			
Experience			6/27/2024 Ensured that resources were allocated to provide quality support for groups identified.			
Sustainability			6/27/2024 We will continue to monitor our school's data to ensure that resources are allocated appropriately.			

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:			Relied upon the district to provide professional development. Little to no participation for teachers in areas of identified need.	No Development 10/05/2022		
			Priority Score: 2 Opportunity Score: 1 Index Score: 2			
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 06/27/24	Ashton Coppley	03/27/2024
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:						
	10/13/23	Provide professional development on student clarity and explicit teaching		Complete 11/16/2023	Ashton Coppley	11/21/2023
Notes:						
	12/8/23	Instructional Alignment PD		Complete 11/21/2023	Ashton Coppley	11/21/2023
Notes:						
	10/13/23	Administrative Feedback on explicit instruction and student clarity through walkthrough form.		Complete 12/01/2023	Cassie Eley	12/01/2023
Notes:						
	12/8/23	Coaching: Observation/Feedback PD		Complete 02/08/2024	Cassie Eley	02/09/2024
Notes:						
	12/8/23	Data Meeting PD		Complete 02/29/2024	Cassie Eley	02/29/2024
Notes:						
Implementation:				06/27/2024		
Evidence			6/27/2024 Held effective data meetings, created a data tracker for PLCs to report and monitor proficiency to drive instructional decisions.			

Experience	6/27/2024 In pursuing this objective, our team first set a standard for instructional strategies that we best practice. We wanted to make sure that the correct items were being assessed. Afterwards, we provided professional development on in the moment feedback to utilize for academic monitoring.			
Sustainability	6/27/2024 We will need to continue professional development in academic monitoring. In addition, we will utilize an assessment calendar to allow PLCs to plan out their assessments to prepare and execute strong data analysis ongoing.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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
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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		
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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.		Ashton Coppley	06/06/2025
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Actions				8 of 13 (62%)		
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	10/5/22	Staff MTSS training for behavior supports		Complete 11/01/2022	Kristopher Head	11/01/2022
	<i>Notes:</i>					
	6/12/23	Students complete BOY, MOY and EOY assessments in iReady and Star Math		Complete 06/01/2023	Cassie Eley	06/01/2023
	<i>Notes:</i>					
	10/13/23	T1 review of student failures		Complete 11/17/2023	Ashton Coppley	11/17/2023
	<i>Notes:</i>					
	12/8/23	Tier II Further Guidance for implementation fidelity through PLCs		Complete 02/28/2024	Ashton Coppley	02/28/2024
	<i>Notes:</i>					
	10/9/24	MTSS plan set by each grade level		Complete 08/19/2024	Ashton Coppley	08/19/2024
	<i>Notes:</i>	Each grade level worked to establish goals and plans of action for attendance, behavior and academic needs.				

10/9/24	First 3 week data review by house	Complete 09/19/2024	Lindsey Harvey	09/19/2024
	Notes:			
10/9/24	MTSS leadership meeting to discuss needs assessment as well as review MTSS process with new structure	Complete 09/30/2024	Cassie Eley	09/30/2024
	Notes:			
10/9/24	Term 1 data review by house	Complete 10/10/2024	Shannon Long	10/10/2024
	Notes:			
10/15/24	Second 3 week data review by house		Lindsey Harvey	10/31/2024
	Notes:			
10/15/24	Core Plan review and revise		Ashton Copley	10/31/2024
	Notes:			
10/15/24	Professional Learning Series Attendance by math, science and ELA core teachers		Cassie Eley	11/05/2024
	Notes:			
10/15/24	PdMS PD focused on exemplar clarity differentiated by all grades and contents		Cassie Eley	01/17/2025
	Notes:			
10/15/24	PLC data analysis		Ashton Copley	06/06/2025
	Notes:			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
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.	Objective Met 06/27/24	Ashton Coppley	05/30/2024
Actions						
10/5/22		Teacher training for CHAMPS, initial		Complete 08/22/2022	Ashton Coppley	08/22/2022
Notes:						
10/13/23		Administrative walkthrough feedback on champs implementation		Complete 12/08/2023	Cassie Eley	12/30/2023
Notes:						
12/8/23		Second Semester Safety Meeting		Complete 02/08/2024	Cassie Eley	01/30/2024
Notes:						
12/8/23		Foundations' team guidance on transitions		Complete 02/08/2024	Heather Whaling	02/08/2024
Notes:						
10/5/22		Follow Up Training on Champs expectations and classroom management		Complete 03/29/2024	Ashton Coppley	03/30/2024
Notes:						
Implementation:				06/27/2024		
Evidence			6/27/2024 Decrease in classroom referrals. Evidence of training. Evidence of Peer to Peer Coaching cycles.			
Experience			6/27/2024 In pursuing this objective, our team worked to identify teacher leaders who illustrated strong classroom management. After these teachers were recognized and celebrated, we trained them in the coaching cycle and utilized them to help coach our new teachers and teachers that may be struggling with classroom management.			

Sustainability			6/27/2024 As we continue to onboard new teacher and teachers with alternative licensure, we will need to continue this structure of peer to peer coaching, using the mastery of staff to help others see and practice strong classroom management strategies.			
	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		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
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 06/27/24	Heather Whaling	02/27/2024
Actions						
	10/5/22	PLC PD		Complete 09/28/2022	Heather Whaling	09/28/2022
<i>Notes:</i>						
	10/5/22	Providing common PLC agenda to utilize for alignment conversations		Complete 10/31/2022	Heather Whaling	10/31/2022
<i>Notes:</i>						
	11/28/23	PLC Professional Development Solution Tree		Complete 12/09/2023	Sara Davis	12/31/2023
<i>Notes:</i>						
	10/13/23	Data Meetings for Check In #2		Complete 02/28/2024	Heather Whaling	02/28/2024

Notes:

Notes:				
Implementation:		06/27/2024		
Evidence	6/27/2024 In the 2023-24 school year, our teams showed gains in both observational data as well as EOG data.			
Experience	6/27/2024 In pursuing this objective, we utilized assessment data, both summative and formative, in order to provide quality professional development to our teachers. Early in the school year, our differentiated PD allowed for each teacher to closely examine his/her own instructional standards and align instruction and assessments to grade level mastery.			
Sustainability	6/27/2024 We will need to continue this work in PLCs, utilizing our lead teachers to help those that may have been onboarded after our PD. We will conduct mini PDs for those that need it. In addition, this is an active component of our instructional walkthrough look fors that we utilize for peer to peer rounds, school leadership walkthroughs, and district visits.			