

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:

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).

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).

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).

The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 30% in 2021-2022 to 35% in 2022-2023 to 40% in 2023-2024

The percent of schools who met or exceeded expected Educator Value Added Assessment System (EVAAS) growth will increase from 71.7% in October 2019 to 95% by October 2024.

The percentage of 6th-8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Mathematics EOG will increase from 52.9% in 2021-2022 to 57.2% in 2022-2023 to 62.9% in 2023-2024.

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 45.1% in 2021-2022 to 50.1% in 2022-2023 to 55.1% in 2023-2024.

Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 31.4 percentage points in June 2019 to 23 percentage points in June 2024.

Percent of students reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 36% in Grades 6-12 in September 2021 to 46% in Grades 6-12 in September 2024.

! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 |
| <i>Initial Assessment:</i> | | <p>At Piedmont Middle School, all teachers are required to turn in IB Unit planners quarterly. These plans are aligned to the North Carolina Standard Course of Study as well as the IB criterion. Part of the Unit Planner requires teachers to plan formative and summative assessments as well as unpacking the skills that each learning standard requires. There is also a differentiation section in each unit plan, so teachers have to think and articulate, as a PLC, how they will reach all learners. Each quarter, but the PLC administrator and the IB coordinator review the plans to ensure completion and accuracy. Most teachers are using informal pre-assessments such as exit tickets and class work to measure prior learning; however, all teachers use post-assessments to gauge mastery. In PLCs, the expectation is to discuss assessments and make adjustments to instruction based on the information that that they gather in their classrooms. Further, the teachers continue to monitor the vertical planners required by IB to ensure that all courses are vertically aligned in their learning targets. Also, learning activities are aligned with tests and a variety of assignments are given to help demonstrate mastery of a domain. Students have independent work, small group work, computer-based instruction, and homework assignments that are used to assess students throughout the units.</p> <p>Students also engage with the EL and Open-Up curriculum and the benchmark assessments given by the district to help teachers gauge progress, reteaching opportunities, and mastery.</p> | Limited Development 08/16/2022 | | |

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| <p>How it will look when fully met:</p> | <p>When this objective is fully met, all teachers will work collectively to improve instruction and student achievement by doing the following:</p> <p>1- All units will be prioritized to identify the most critical learning standards for the grade level and content area.</p> <p>2- All standards will be unpacked to identify the explicit and implicit domain skills for each learning standard.</p> <p>3- All learning skills will be essential and assessed for mastery.</p> <p>Teachers will still be writing end-of-year learning targets that describe the skills that students should be able to master by the end of the year. They will break these into quarterly chunks and attach a mastery criterion to each learning objective. In addition, they will follow the CMS provided curriculum and Mastery Connect district assessments to pace adequately. These courses meet the state standards and teachers will enrich the units with the IB curriculum. Their plans will describe the level of performance that each student must demonstrate to achieve mastery. Further, all units will be vertically aligned within the grade levels and courses to ensure continuity between the grades and will be adjusted based on the vertical articulation. Full implementation of these unit plans will include 100% of teachers giving a pre-assessment and a post-assessment. The learning activities that are planned will align intentionally with the post-assessment and will be an indicator of mastery. Finally, to see full implementation, all EC and EL support staff will be included in these planning sessions to ensure that all learners have the ability to access the material in a way that meets their needs. Teachers will utilize district assessments, such as MAP, as an important data point throughout the year.</p> | | <p>Meredith Austin</p> | <p>06/14/2024</p> |
| <p>Actions</p> | | <p>0 of 3 (0%)</p> | | |
| <p>8/16/22</p> | <p>Utilize PLCs to review and ensure that standard aligned plans are being written, followed, reviewed, and analyzed based on IB Unit Plan Checklist in collaboration with PLC administrator.</p> | | <p>Maranda Thornburg</p> | <p>06/13/2023</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>8/16/22</p> | <p>The master schedule has been set up to provide teachers with 85 minutes of planning per day, which meets the state requirement of 5 hours per week.</p> | | <p>Jackie Barone</p> | <p>06/13/2023</p> |
| <p><i>Notes:</i></p> | | | | |

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| 8/16/22 | Utilize feedback from IBO to edit and grow in our unit plans to align with the curriculum and IB standards. They will be edited to help complete a successful IB reevaluation. | | Maranda Thornburg | 06/13/2023 |
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| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | Student support services | | | |
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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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| <i>Initial Assessment:</i> | | At Piedmont Middle School, we implement a tiered instructional system (MTSS) that allows teachers to deliver evidence-based instruction aligned with individual needs of students in a variety of ways. First, we meet as grade level teams weekly to bring up students and data that would indicate a need for tiered instruction. The MTSS Admin support team meets bi-weekly to identify, discuss, and track student interventions. This means taking teacher referrals, analyzing the data, and determining which tier students should be on. One intervention that we use in the MTSS process is 6th block. During 6th block time, we have remediation and enrichment put in place. These courses are data driven and fluid, which means as students move away from needing extra support, they are able to enroll in an enrichment class rather than a remediation class. In addition, the Student Services PLC, which includes administrators, school counselors, the school nurse, EC teacher, and the school psychologist, meets monthly to monitor and assess student academic needs, student attendance, discipline, and the Early Warning Indicator through the Navigator Portal. Using this information, the team determines the best course of action for those individual students discuss. All teachers are a part of the overall MTSS team and work at entering and tracking data into branching minds. | Limited Development 08/16/2022 | | |
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| How it will look when fully met: | xx | | | Meredith Austin | 06/11/2024 |
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| Actions | | | 0 of 2 (0%) | | |
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| 8/16/22 | Both PLCs and Admin team will utilize MAP data, Panorama results, EWI portal, student work samples, and classroom assessments to determine whether a student should be moved into a 6th block enrichment/remediation class. | | | Jackie Barone | 06/13/2023 |
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| 8/16/22 | The SSPLC will monitor and support the MTSS process by supporting teachers in the following ways: providing interventions for students, assisting in learning the data entry process, and using a bi-weekly meeting to track progress of teachers and students working through the MTSS process. | | Brady Monismith | 06/13/2023 | | |
| <i>Notes:</i> | | | | | | |
| | 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> | | | At Piedmont we help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions in a variety of ways. We have a Comprehensive School Counseling program that is driven by ASCA standards, North Carolina Standards, and student needs (data summary) that our students complete. We also use SEL daily teach "emotional competence" on a variety of topics that are based on a variety of standards and data points. This is currently based on the Caring Schools Curriculum. We use classroom guidance as a way to push into the classroom and teach students important skills such as attending to details, setting goals, planning, problem solving, and decision making. We attempt to provide a safe space for all students where they can discuss examples and practice their emotion management skills for different situations in those formal settings, but also through the use of physical and digital "Help Sheets," which provide students an avenue to articulate their emotions and talk to a school counselor about the best course of action. We involve all stakeholders by holding parent nights such as Parent 101, Parent 102, curriculum events, and open houses. We use those opportunities to teach parents about the emotional development and "soft skills" students are learning throughout middle school. | Limited Development 08/16/2022 | | |

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| <p>How it will look when fully met:</p> | <p>Full implementation at Piedmont will be demonstrated we teachers help students learn and understand their emotions and can teach students strategies for successfully managing their emotions at all times during the school day. This will be accomplished by looking at 5 major principles:</p> <p>1- Children must understand that everyone has emotions an that their emotional experiences are not unique.</p> <p>2- Children must know that different emotions are prompted by different situations.</p> <p>3- Children must know that there are different ways to express emotions.</p> <p>4- Children must understand that other people may not feel the same way that they do.</p> <p>5- Children must understand that they can do things to affect how they feel and how others feel.</p> <p>Once this is accomplished, the number of incidents that occur will decrease and students will express emotion instead of physical action, identify other's emotional states, and know they are in a safe environment where they can practice, discuss, and manage their emotional states.</p> | | <p>Meredith Austin</p> | <p>07/12/2024</p> |
| <p>Actions</p> | | <p>0 of 2 (0%)</p> | | |
| <p>8/16/22</p> | <p>Monitor student behavior through databases, team meetings, and administrative records to ensure that students who are needing more support are getting it rather than jumping utilizing consequences to alter behavior.</p> | | <p>Jackie Barone</p> | <p>06/13/2023</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>8/16/22</p> | <p>Provide social and emotional learning through the Caring Schools Community curriculum by engaging the whole school in lessons that touch on student needs. Each homebase teacher will be provided support to best reach the needs of all children.</p> | | <p>Meredith Austin</p> | <p>06/23/2024</p> |
| <p><i>Notes:</i></p> | | | | |

| | 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 |
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| <p><i>Initial Assessment:</i></p> | | | <p>Currently, we have a variety of opportunities for students to transition from elementary school to middle school. We provide open houses, Parent 101, and curriculum nights to help students and parents adapt to the variety of procedural, social, and academic changes they are experiencing. We also use teaming to help students adapt to the highly structured elementary school environment to the less structured middle school environment. We walk students to classes to help them adjust to class changes, provide instructions on lockers, lunch procedures, and other daily functions that might otherwise be difficult to a new 6th grader. We also do quarterly assemblies to help reinforce and introduce expectations, celebrate student success, and set them up for a new quarter in a positive manner.</p> <p>We also strive to help students transition to high school by not teaming by the time they reach 8th grade. We provide more freedoms and explain who the preparatory coursework will help them to bridge into high school. We identify and support students who are high on the EWI portal to get them the additional guardrails in place before they go to high school.</p> | <p>Limited Development 08/16/2022</p> | | |

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| <p>How it will look when fully met:</p> | <p>When this is fully implemented, we will have students developing in areas with a wide variety of rates and have the resources in place to help address those needs and changes. Students will be able to independently manage their time, get to and from classes, and make social transitions as they build new friendships. We will alleviate student concerns and provide support for academic success. We will include all stakeholders through a variety of activities including, but not limited to, tours of the school, parent meetings, orientations for both students and parents, and meeting with teachers through open houses. We will build a successful transition program both into middle school and to high school by:</p> <ul style="list-style-type: none"> 1- Fostering communication 2- Respond to all stakeholder needs 3- Develop a sense of community 4- Include an evaluation of the transition program and evolve/adapt it as needed. | | <p>Meredith Austin</p> | <p>06/14/2024</p> |
| <p>Actions</p> | | <p>0 of 2 (0%)</p> | | |
| <p>8/16/22</p> | <p>Create a series of events that will help 6th grade students transition into middle school. These include Parent 101, 6th grade orientation through homebase the first week of school, Parent 102, Open Houses for Prospective students, Open Houses for Current Students, parent conferences during teacher planning, and open lines of communication.</p> | | <p>Marie Delaney</p> | <p>06/13/2023</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>8/16/22</p> | <p>Ensure students are prepared for high school by inviting in schools to go through registration, picking classes, and providing information on their schools for every 8th grader in the building.</p> | | <p>Lisa Case</p> | <p>06/13/2023</p> |
| <p><i>Notes:</i></p> | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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 |
| <i>Initial Assessment:</i> | | Currently, Piedmont has various procedures put in place to help the principal monitor curriculum and classroom instruction regularly. We will utilize the district walkthrough tool and continue to monitor through observation and feedback. As we move into a re-evaluation year, the priority will be placed on working with PLC and teams to help create strong IB unit planners. There is an open door policy that is consistent with all administration. Teachers are able to see any administrator and ask instructional questions to anyone on the support staff. Further, the principal is the instructional leader in the building because she uses PD opportunities to model best practices in the classroom. The priority at Piedmont is what is best for children and educating the whole child. This means working together as a team to have the greatest impact. | Limited Development 08/16/2022 | | |
| <i>How it will look when fully met:</i> | | When this is fully implemented, Piedmont will have 100% high quality IB unit planners in the system. There will be a plethora of options for our re-evaluation and they will all be high quality when measured against the IB rubric. Further, teachers will be provided with support through PLC and team meetings by administration and facilitators to help support in this effort. Together, as a school, a strong orientation to and affinity for the core technology of their business-learning and teaching in the education enterprise, will be paramount. | | Meredith Austin | 06/14/2024 |
| <i>Actions</i> | | | 0 of 2 (0%) | | |
| | 8/16/22 | Continue to monitor and evaluate the IB unit plans through PLCs and Team Meetings to ensure high quality work is being turned in. | | Maranda Thornburg | 06/13/2023 |
| <i>Notes:</i> | | | | | |
| | 8/16/22 | Calibrate our feedback based on the core actions by discussing feedback monthly and sending teachers feedback every week with glows/grows to help better instructional practice to then include in their unit plans. | | Meredith Austin | 06/13/2023 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension E - Families and Community | | | |
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| 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 |
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| Initial Assessment: | | | <p>At Piedmont we communicate and engage families in a variety of ways. One of the most consistent forms of communication is the weekly connectEd that is linked to the principal's webpage and Facebook page. Every week there is a recorded message that goes to families telling them important information, upcoming dates, and celebrations that occurred throughout the week. In full implementation, we will have access to correct contact information from all families, so we can communicate with everyone effectively. We hold various events that the public is invited to; events such as curriculum nights, school counselor nights, and open-house events allow parents to see what is happening at the school. Additionally, teachers invite parents to see what is happening with projects such as the "Culture Cluster" where students are able to share projects displaying their culture. Teachers use a variety of ways to communicate with parents including Remind, Talking Points, weekly emails from teachers, school counselors, and coordinators, parent conferences, and updated webpages. Our PTA is active in engaging all parents and have Saturday meetings so parents who work can attend.</p> | Limited Development 08/16/2022 | | |
| How it will look when fully met: | | | <p>In the future, we would like to increase or participation in events and include our Spanish speaking population more. If we include those parents, there will be a fruitful connection between the school and home will be built upon purpose, communication, education, and association. We will also have teachers that will fully communicate what the parents can do to encourage academic success in each grade level. Teachers will have a better understanding of the impact of home culture on student actions at school and will receive ongoing professional development on engaging with a variety of family contexts. As a school, we will take advantage of creative ideas and myriad opportunities to promote the curriculum of the home.</p> | | Meredith Austin | 06/14/2024 |
| Actions | | | | 0 of 2 (0%) | | |
| | 8/16/22 | Utilize all staff members to reach all students by engaging with our Spanish speaking community through translated materials, communications, and events and by updating powerschool with correct contact information to effectively communicate with all families (both as a school and for classroom teachers). | | | Meredith Austin | 06/13/2023 |

Notes:

8/16/22 Increase frequency and relevance of information posted on the school webpage, social media, and teacher platforms to engage and inform the school community.

Meredith Austin

06/13/2023

Notes: