

Comprehensive Progress Report

Mission: To welcome, care for and serve all students and staff To demonstrate a growth mindset for learning To prepare students for their next level of education and for life To provide parents with opportunities to be a part of their child's education

Vision:

Goals:

All North Asheboro Middle School students will demonstrate academic growth and become successful citizens. North Asheboro Middle School students will be empowered to change the world.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 |
| <i>Initial Assessment:</i> | | The 2017-2018 school year yielded a greater number of positive office referrals than office discipline referrals. While historical discipline data demonstrates a steady decline in the number of referrals each year, there still exist gaps between subgroups and grade-levels. A focus will be placed on strategic and intentional professional development to support teachers. There will continue to be an increased focus on communicating with parents in order to create a partnership between school and home. | Limited Development 09/07/2017 | | |
| <i>How it will look when fully met:</i> | | When this goal is achieved, the rules and policies of the school and classrooms should model effective communication skills that include respecting one another, promote healthy human relationships, and encourage ethical behaviors. The administration of rewards and consequences should be very clear, explicitly taught to students, and upheld consistently throughout the year by staff. Rules and procedures should be retaught as needed, whether that be with groups or on an individual basis. Discussions about students who are not following rules and procedures should be fair and focused on reteaching and supporting students in a positive and helpful manner. Teachers should feel comfortable in asking peers and administration for any assistance needed. These system will help insure that classrooms at NAMS will provide students an environment where they feel safe and comfortable, allowing them to focus on their education. Evidence to support whether or not this objective is met can come from yearly discipline data, PBIS data, or school survey data. | | Kasey Wood | 06/04/2019 |
| Actions | | | 0 of 4 (0%) | | |
| | 9/7/17 | Teachers will turn in a parent contact log each week. | | Ryan Gibbs | 06/04/2019 |
| <i>Notes:</i> | | | | | |
| | 9/7/17 | All teachers will participate in Peer Observations. | | Candace Call | 02/19/2019 |
| <i>Notes:</i> | | | | | |

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| 9/12/17 | PBIS SOAR matrix and QUIT strategies are presented to all students at the beginning of the year and reviewed after any extended break. Grade levels will establish consistent procedures for students across classrooms. Expectations will be introduced and reviewed as a grade level to ensure fidelity. | | Clyde Ward | 09/18/2019 |
| <i>Notes:</i> | | | | |
| 9/17/18 | Professional Development will be developed and offered throughout the year. Instructional and teacher leaders will conduct PD sessions. | | Kasey Wood | 03/19/2019 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment |
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| Effective Practice: | Curriculum and instructional alignment |
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| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
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| | Initial Assessment: | Content area teachers in ELA and Math utilize district units and pacing guides that address changes in state standards. The math teams reference pacing guides throughout the year with content area objectives, and the same is evident in social studies and science based on common assessment data that is recorded in the school's common assessment folders. CASA meetings as teams and content-areas will address content standard alignment and ensure all staff are working toward a vertical plan to maximize learning. | Limited Development 09/06/2017 | | |
| | How it will look when fully met: | When fully implemented the units will be paced out for teachers to access to not only monitor progress, but also set a sense of urgency. The units that we are in the process of making will also offer skills, texts, writing tasks, and interventions for teachers to use with instruction. We will need to organize times in our schedule CASA time and planning times to work on this as the year progresses. | | Kasey Wood | 04/23/2019 |
| Actions | | | 0 of 2 (0%) | | |
| | 9/6/17 | Teachers will participate in weekly content/CASA meetings to plan, modify, and reflect on instruction aligned to grade level standards. | | Kasey Wood | 11/06/2018 |
| <i>Notes:</i> | | | | | |
| | 9/17/18 | Teachers will participate in content-specific professional development offered in and out of the district. Including, but not limited to, Writing in the Content Area offered through CANVAS. | | Jennifer Gold | 04/23/2019 |

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| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 |
| <i>Initial Assessment:</i> | | NAMS continues to implement school-wide diagnostics, which allow teachers to gain new insight into the specific areas of need of individual students. Teachers also received training on how to analyze diagnostic data and design interventions to meet student needs. We have an MTSS team that meets monthly to discuss students in need of further intervention. Due to the need for a consistent remediation/enrichment time, NAMS will be utilizing a 30 min period, three days a week (NAMS Academy) to address individual learning needs and target students in need of remediation while also offering enrichment opportunities to students. | No Development 09/06/2017 | | |
| <i>How it will look when fully met:</i> | | At full implementation, teachers will continue to administer regular diagnostic testing to assess student needs, but we will also have the resources, time, and personnel to deliver meaningful interventions on a consistent and frequent basis to ensure students' needs are being fully addressed. | | Kasey Wood | 05/21/2019 |
| Actions | | | 0 of 3 (0%) | | |
| | 9/6/17 | NAMS will have a team of teachers participating in a MTSS Readiness cohort that will be provided by the district. | | Candace Call | 05/21/2019 |
| <i>Notes:</i> | | | | | |
| | 9/6/17 | Title I funds will be used to employ additional staff to provide interventions for targeted students based on data. | | Candace Call | 10/02/2018 |
| <i>Notes:</i> | | | | | |
| | 9/17/18 | NAMS Academy will utilize a thirty minute enrichment/remediation block following lunch to address individual student needs. | | Candace Call | 05/07/2019 |
| <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 |
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| <i>Initial Assessment:</i> | | | At North Asheboro Middle School we have multiple supports and interventions in place to help teachers and students with their emotional states. We also know we can always get better and take more steps to help our students. We already have in place our PBIS program in which we teach our students the SOAR (Safety, Ownership, Attitude, and Respect) matrix that shows them how to deal with situations in different parts of the building. There is also www.pbisworld.com, which serves as a tool for our teachers to help them understand and assist their students with positive behavior changes. Administrators, teachers and students can use a referral sheet if they think a student needs to talk to our school counselor, psychologist, or social worker. EC teachers also collaborate with these positions on a regular basis to help students. NAMS also has our AND1 program that assigns a student to an adult in the building that they can always go to if they need anything or anyone to talk to. Lastly, we also have the opportunity for district wide PD that addresses mental health issues. | Limited Development 09/07/2017 | | |
| <i>How it will look when fully met:</i> | | | At full implementation, we will be able to meet the emotional needs of all our students equally. While most students report that they feel safe and supported at school, there are still pockets of students who do not always feel they have an ally or safe space to get help at school. We will need to expand our current programs and get additional help from outside organizations to fully meet this goal. | | Angie Berrier | 04/02/2019 |
| Actions | | | | 0 of 3 (0%) | | |
| | 9/7/17 | | Continue to develop and expand the And1 program to provide mentors for targeted students. | | Angie Berrier | 03/05/2019 |
| | | | <i>Notes:</i> | | | |
| | 9/7/17 | | Increase our involvement and connections with Communities in Schools to provide needed resources for all our students. | | Angie Berrier | 04/02/2019 |
| | | | <i>Notes:</i> | | | |
| | 9/17/18 | | Teacher leaders will participate in book study, Emotional Poverty and provide PD for colleagues. | | Leslie McKinnon | 02/05/2019 |
| | | | <i>Notes:</i> | | | |

| | | A4.11 | The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | We offer a wide array of academic after school activities, such as Science Olympiad, Battle of the Books, STEAM competitions, and athletic study halls. Additionally, we partner with community organizations like the Boys and Girls Club, YMCA, and UNCG to provide additional opportunities for our students. Heritage Language Academy will be offered for the 8th year. | | Limited Development 09/17/2018 | | |
| <i>How it will look when fully met:</i> | | Students will have a variety of opportunities to extended learning outside the classroom and normal school calendar. Every students at NAMS will be offered an opportunity to participate in an activity or program which enriches his or her educational experiences and provides opportunity for growth, both academically and emotionally. | | | Bryan Gallimore | 01/29/2019 |
| Actions | | | | 0 of 2 (0%) | | |
| | 9/17/18 | Promote and actively recruit students to participate in programs like Science Olympiad, Battle of the Books, and STEAM competitions. | | | Tresa Hatchett | 01/29/2019 |
| <i>Notes:</i> | | | | | | |
| | 9/17/18 | Utilize already established programs/organizations such as Mustache Fraternity, Lipstick Sorority, and Gamers Club to supplement academic support received during NAMS Academy. | | | Bryan Gallimore | 11/27/2018 |
| <i>Notes:</i> | | | | | | |
| 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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| Initial Assessment: | <p>Our school counselor meets with each grade level throughout the year to discuss transitioning and available opportunities such as Asheboro Early College Academy, Credit by Demonstrated Mastery, Zoo School, and Health and Sciences Academy. Rising 6th graders tour the school, visit classrooms, have lunch in our cafe, meet our administrative staff, office team and media coordinator. We discuss the registration process, schoolwide expectations and have a Q&A session. There is a registration meeting with rising 6th and 7th graders held by our counselor and data manager where we discuss options for advanced classes and electives. Rising 9th graders visit the high school where they attend a curriculum fair. High school counselors meet with our students on our “Road Show” day to discuss high school expectations, extracurricular activities, daily schedule, CTE Pathways, honors and AP classes, college classes, and attendance policy. Registration forms are given out, 8th grade teachers and our counselor meet with students to approve advance classes and answer any registration questions. One-on-one parent meetings are offered on all grade levels to discuss individual needs or concerns, as well as a parent night to provide information on Asheboro Early College Academy. Grade level teachers provide lessons throughout the year to prepare students for social and academic changes as our students mature and advance to the next grade.</p> | Full Implementation 09/06/2017 | | |
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| Core Function: | Dimension B - Leadership Capacity | | | | |
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| Effective Practice: | Strategic planning, mission, and vision | | | | |
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| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| Initial Assessment: | | <p>The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Robin Harris) is assigned to work exclusively with North Asheboro Middle School to support as a thought partner and consultant for meeting the needs of students and staff, as well as parents. The LEA Support person reports on progress for our school during LEA meetings and seeks solutions for challenges and support for North Asheboro Middle School. See document titled, LEA Support Team List.</p> | Full Implementation 09/07/2017 | | |

| 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 |
|----------------------------|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | The Leadership Team at NAMS is an integral part of the decision making throughout our school. Our leadership team currently is led by our principal Candace Call. Each grade level and electives have a member present. The leadership team also consists of the assistant principal, Exceptional Children’s department representative, English as Second Language department representative, the Media Specialist, the data manager, the secretary, and the head of the custodial staff. All aspects of NAMS are represented on our team. Our school calendar already has the dates in place for meeting two times a month. All LT Meeting notes are sent out to the staff via email after the meeting. During the meetings the team discusses academic data, discipline data, and how to implement best practices throughout our school. Each member of the LT takes concerns from their area of operations at NAMS to the LT meeting and shares the results of the LT meeting with their colleagues in a formal setting (Team Meetings). Evidence of this objective’s fidelity can be found in the notes archives of each meeting taken by our data manager Faye McLeod and the dates that are built into the school's master calendar. | Full Implementation 09/07/2017 | | |

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

| 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 |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | At North Asheboro Middle School each grade level has a team of teachers who meet at least once a week as a team, as well as in content level groups with school administrators and instructional facilitators. These teams meet during planning time. They review data, plan interventions, review duties, share successes and challenges. This is the forum where new duties, instruction, and expectations are presented. Staff are also reminded regularly about duties, expectations, and schedules outlined in staff handbook. | Full Implementation 09/07/2017 | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| Effective Practice: | | Monitoring instruction in school | | | |
| | B3.01 | The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | We are an extremely diverse school, and thus require a diverse set of strategies to extend the learning of all our students. Teachers are available before and after school to provide tutoring and additional help to students. We also have specialized staff during the school day who push in to core classes to provide extra support. We offer a wide array of academic after school activities, such as Science Olympiad, Battle of the Books, STEAM competitions, and athletic study halls. Additionally, we partner with community organizations like the Boys and Girls Club, YMCA, and UNCG to provide additional opportunities for our students. We will continue to implement Parent Nights which invite parents into NAMS to give them concrete ways to help their children at home. Teachers will provide Tutoring on Demand or other digital resources to assist parents and students outside of the school day. | Limited Development 09/12/2017 | | |
| <i>How it will look when fully met:</i> | | While we offer many after-school opportunities, lack of transportation often keeps students from fully participating. At full implementation, we would have strategies in place to allow all students to access after school activities. We will also need to make structural changes to our school day to maximize the learning time during the regular school day. NAMS Academy will be consistent and data will be collected to provide evidence of student growth in CORE academic areas. | | Candace Call | 05/09/2019 |
| Actions | | | 0 of 1 (0%) | | |
| | 9/17/18 | NAMS Academy will utilize a thirty minute enrichment/remediation block following lunch to address individual student needs. | | Bryan Gallimore | 05/07/2019 |
| <i>Notes:</i> | | | | | |

| | 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> | | | The administrative team (principal, assistant principal, instructional facilitation) routinely visits classrooms, typically seeing each classroom at least once a week if not more. Together, the team establishes norms and institutes a system to ensure that administrative presence in all classes is fair and consistent. The admin team has instituted and will use a universal walk-through form focused on observable best practices. Feedback is given to teachers after each walk-through. Data collected from these forms will help guide some of the PD offered during CASAs. | Limited Development 09/07/2017 | | |
| <i>How it will look when fully met:</i> | | | At full implementation, walk-throughs will continue regularly throughout the entire school year. Feedback will be given in a streamlined, consistent manner that allows teachers to continually grow. The results of walk-throughs will be used to plan multiple PD opportunities during the year. | | Kasey Wood | 01/11/2019 |
| <i>Actions</i> | | | | 0 of 1 (0%) | | |
| | 9/7/17 | | Continue and improve administrative walkthroughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher. A Google Form that provides immediate feedback to teachers and serves as a collection document for data that will influence instruction and professional development needs. | | Kasey Wood | 01/08/2019 |
| <i>Notes:</i> | | | | | | |

| 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 |
| <i>Initial Assessment:</i> | | At this time, the content areas and grade level team consistently extract, reference, and revisit data to guide levels of instruction at a classroom level. Data frequently comes from BOY diagnostics, in-class assignments, tests, common assessments, and district benchmarks. | Limited Development 09/07/2017 | | |
| <i>How it will look when fully met:</i> | | When fully implemented, data trends from classrooms and grade levels can be compared across the school to guide staff PD, as well as using teachers who are distinguished in trends that are in need of strengthening, to model successful practices to all. For this to be done, a system of how grade level data is communicated to leadership team on a regular basis must be created. | | Kasey Wood | 12/18/2018 |
| Actions | | | 0 of 1 (0%) | | |
| | 9/13/17 | Continue and improve administrative walkthroughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher. A Google Form that provides immediate feedback to teachers and serves as a collection document for data that will influence instruction and professional development needs. | | Kasey Wood | 12/18/2018 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
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| Effective Practice: | | Talent recruitment and retention | | | |
| 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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| <p>Initial Assessment:</p> | <p>NAMS currently uses various methods for recruiting, evaluating, rewarding and replacing staff. Recruitment occurs through job fairs, ACS student-teaching programs from local colleges and universities as well as from abroad, posting of positions on educator portals, and teacher-teacher networking. The evaluation process utilizes candidates potential colleagues, by grade-level and if possible content area as well as administrators to ensure that there are multiple relevant personnel present. While continuous evaluations have been established through walk-throughs and individual goal setting for teachers. Monthly staff meetings incorporate teacher self-reflection in addition to weekly reviews of lesson plans with the school's instructional facilitator. Teacher evaluations are followed up with a meeting to receive clear and constructive feedback from the evaluator. NAMS evaluations are conducted through a standardized evaluation tool to ensure consistency in the process.</p> | <p>Full Implementation 09/07/2017</p> | | |
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| 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 |
| <i>Initial Assessment:</i> | | Last year, we implemented Parent Nights that invited parents into NAMS to give them concrete ways to help their children at home. We also implemented Tutoring on Demand, which gave parents and students an easy, online format to access curriculum help at home. Weekly Connect 5 calls inform parents of events happening throughout the school and consistently reminds parents of the importance of reading at home. | Limited Development 09/07/2017 | | |
| <i>How it will look when fully met:</i> | | While we have done many things to reach out to parents, we have found participation in our evening activities to be lacking. To reach full implementation for this goal, we will need to investigate different ways to reach our school population more effectively. | | Jennifer Gold | 06/04/2019 |
| <i>Actions</i> | | | 0 of 5 (0%) | | |
| | 9/7/17 | Continue Tutoring on Demand website for teachers to upload videos that teach families how to help students practice skills at home and continue to learn about and implement other digital resources to support parents at home. | | Jennifer Gold | 03/19/2019 |
| <i>Notes:</i> | | | | | |
| | 9/7/17 | AFTT nights will be held to provide opportunities to teach families how to use Tutoring on Demand and other digital resources and provide materials/alternatives for families without internet access. These nights can also be utilized to expand parents' use of PowerSchool. | | Kasey Wood | 05/21/2019 |
| <i>Notes:</i> | | | | | |
| | 9/13/17 | The school will utilize multiple social media outlets to decimate information to families, such as Facebook, Remind, and Connect5 calls. | | Jennifer Gold | 12/18/2018 |
| <i>Notes:</i> | | | | | |

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| 9/13/17 | Simple curriculum resources, such as 12 powerful words and times tables, will be provided to all parents in back-to-school packets. Incentives will be offered for students who master these materials at home. | | Faye McLeod | 09/20/2018 |
| <i>Notes:</i> | | | | |
| 9/13/17 | Special resources will be utilized to ensure we reach Spanish-speaking families, including Heritage Language Academy, ESL Parent Nights, and translations for home materials. | | Adriana Paschal | 06/04/2019 |
| <i>Notes:</i> | | | | |