

Comprehensive Progress Report

Mission:

Mission Statement

South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.

Vision Statement

South Asheboro Middle School will be a school of excellence where each student is prepared to be globally competitive for college, careers, and citizenship.

Goals:

Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Each student has a personalized education.

Each student has excellent educators every day.

Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

Each student is healthy, safe, and responsible.



! = Past Due Actions

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
<i>Initial Assessment:</i>		All classrooms currently have SAMS school wide expectations posted. During the first 10 days of school all teachers are expected to teach students the classroom rules and procedures. The school wide expectations are reviewed daily during morning announcements.	Limited Development 08/30/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		ALL classroom teachers will be employing effective classroom management through teaching of rules and procedures. These will be reinforced through reteaching and modeling.		Betsy Hammond	06/21/2019
<i>Action(s)</i>	<i>Created Date</i>		2 of 3 (67%)		
1	8/30/17	Teachers will be given a first ten days schedule describing how they will cover the student handbook and PBIS Matrix SAMS expectations with students.	Complete 09/01/2017	Ronald Dixon	06/21/2019
<i>Notes:</i>					
2	8/30/17	Administration will hold grade level assemblies during the first 10 days of school to cover school wide procedures and expectations.	Complete 09/01/2017	Ronald Dixon	09/28/2018
<i>Notes:</i>					
3	9/21/17	The administrative team will monitor the use of appropriate classroom management strategies. Teachers will submit quarterly lessons to document the reteaching and model of classroom rules and procedures.		Betsy Hammond	06/15/2018
<i>Notes:</i>					
<i>Implementation:</i>			09/19/2017		
<i>Evidence</i>		9/19/2017			
<i>Experience</i>		9/19/2017			
<i>Sustainability</i>		9/19/2017			

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
<i>Initial Assessment:</i>		Units are currently being developed in Core subject areas and CTE classes. Initial units are complete. Exploratory classes like art, P.E., band, chorus and Spanish have some units developed that need additional review. Other units still need to be created.	Limited Development 03/15/2017		
<i>How it will look when fully met:</i>		All subject areas and grade levels will have standards aligned units that will have formative assessments, rubrics for grading and exemplars of student work units and include lesson plans. These units are used for instruction.		Betsy Hammond	06/30/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	8/16/17	Core teachers will meet with school level and district level vertical teams regularly to develop standard aligned units of instruction.		Keri Hill	06/29/2018
<i>Notes:</i>					
2	8/16/17	Exploratory teachers will develop at least one standard aligned unit of instruction.		Kathleen Lackey	02/28/2018
<i>Notes:</i>					
3	8/16/17	SAMS non math teachers will develop and implement 3 Literacy Design Collaborative (LDC) units.		Kristen Herrin	04/30/2018
<i>Notes:</i>					
4	8/16/17	SAMS math teachers will develop and implement Mathematics Design Collaborative (MDC) [Formative Assessment Lessons (FALs) and TASKS] within 3 units of study.		Sarah Trollinger	05/31/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Teachers are using Formative Assessment Data Analyzes (FADA) forms to track preliminary assessment data. Some teachers are using this assessment data to regroup students for remediation. Fewer teachers are completing post remediation assessments to ensure student mastery of content and providing more intense remediation to those students who still have not mastered the content. We currently do not have a Multiple Tier System of Support (MTSS) team established.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		There will be a school level MTSS team will be formed. The school team will support teachers in implementing effective teaching practices and tiered intervention/ instructional practices that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Ronald Dixon	06/28/2019
Action(s)	Created Date		0 of 2 (0%)		
1	8/30/17	Teachers will develop and maintain data documents that contain students Consortium On Reaching Excellence (CORE) Literacy, EOG, and benchmark data.		Betsy Hammond	06/28/2019
<i>Notes:</i>					
2	9/21/17	A school level MTSS team will be trained as part of the readiness cohort in order to be prepared for full implementation in 2020.		Tamara Myers	05/31/2018
<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>		Currently we have social workers and our school guidance counselor who mentor and arrange for supports and interventions when necessary. We also provide a weekly Social Skills class for students who have been identified. All teachers are aware that they can arrange for supports and interventions when necessary. As a model PBIS school we have set exceptions and matrix for all common areas that are taught and reinforced. We do not have a systematic way that ALL teachers are providing for students' emotional states and guide students in managing their emotions.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		There will be a systemic approach for helping students. ALL students will have a designated staff member to foster a positive emotional development and the emotional needs of students.		Leslie Smith-Moore	06/28/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	8/30/17	Each students will be assigned a staff member to serve as a mentor. Our staff will be trained in a systematic way in order to meet the needs of all students.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
2	9/22/17	Use the "train the trainer" model in order to provide professional development for our staff in social and emotional support for students.		Rachel McElroy	06/28/2019
<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
<i>Initial Assessment:</i>		We have a number of efforts in place in transitioning 5th graders to middle school such as: Transition letters to parents, a middle school tour and orientation, a counselor visit to 5th graders at the elementary school, Rising 6th Grade Parent Night, and Open House for 6th Graders. For the transition to 9th grade: Our counselor works with the 9th grade counselor in scheduling, 8th grade students participate in the "road show" where high school staff comes to the middle school to discuss high school life, all 8th grade students meet with the counselor to discuss high school options, and all 8th grade students participate in the Curriculum Fair at the High School in order to interact with students and staff from various departments and organizations.	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		SAMS will implement consistent, intentional, and on-going plans that support student transitions for grade to grade-to-grade and level-to-level. Parent survey data will reflect that parents feel prepared and equipped in sending their students to the next grade and level.		Leslie Smith-Moore	06/30/2020
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	9/22/17	Develop an explicitly stated transition plan for all students entering and matriculating at SAMS.		Leslie Smith-Moore	06/29/2018
<i>Notes:</i>					
2	9/22/17	Implement a "Comet Academy" that takes place in August before the 6th Grade Open House in order to provide an additional and more in-depth layer of orientation for rising 6th graders.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
3	9/22/17	Implement a spring orientation for rising 7th and 8th grade students, led by teachers and counselor.		Leslie Smith-Moore	05/31/2019
<i>Notes:</i>					
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:		<p>Our school district's leadership team meets weekly in order to drive school improvement efforts for all schools. A member of the district leadership team is designated to support our school in all aspects as a "though partner". This person regularly spends time with all stakeholders within the school community by attending special events, participating in instructional meetings, conducting classroom walk-throughs, and providing consultation to the school's administrative team. This person also serves as a liaison between the school and school district to ensure that our school is progressing.</p> <p>The LEA also meets with the school academic team in order to conduct quarterly "data talks". Data talks are an opportunity to look closely at the strengths and weaknesses of the school's current data; and to ensure that there is a plan in place to improve teaching and learning for all students.</p> <p>We have a teacher who is designated as our representative on the Superintendent's Advisory Council. This provides another layer of collaboration where celebrations, concerns, and needs can be communicated on behalf of SAMS and the LEA.</p>	Full Implementation 03/16/2017		
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
Initial Assessment:		Our Leadership Team consists of principal, teachers and other professional staff meet regularly (twice a month) to review implementation of effective practices.	Limited Development 03/16/2017		
How it will look when fully met:		Our Leadership Team will meet regularly (twice a month) to review student assessment data. This data will be use to evaluate the implementation of effective practices and to make school wide instructional decisions.		Megan Smith	06/29/2018
Action(s)	Created Date		0 of 4 (0%)		
1	8/31/17	The SLT will utilize observational data from instructional rounds to review the effectiveness of school wide practices.		Megan Smith	06/29/2018
<i>Notes:</i>					

2	9/22/17	A monthly meeting will be held on the first Tuesday of every month to analyze student achievement.		Betsy Hammond	05/31/2018
<i>Notes:</i>					
3	9/22/17	Monthly meeting with teachers, administration, and instructional support staff to discuss subject area student achievement data utilizing Formative Assessment Data Analysis (FADA) documents.		Betsy Hammond	05/31/2018
<i>Notes:</i>					
4	9/22/17	Indistar agenda's will be used to direct School Leadership Team meetings.		Megan Smith	06/15/2018
<i>Notes:</i>					

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>		Our school does have a structured duty schedule for teachers, however the schedule is not equitable for all faculty. All teachers do have at least one planning period daily. Core teachers and exploratory teachers have two instructional planning periods a day.	Limited Development 03/16/2017		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		<p>The Leadership Team meets once per month to discuss and develop the school improvement plan. Data discussion are often limited, additional professional development is needed with the School Leadership Team to effectively evaluate instructional practices. Grade level chairs from each grade level are on the committee. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole.</p> <p>This panel writes, reviews, and aligns the continuous improvement plan (CIP) to ensure each student's success. Each teacher has a common planning time assigned to a group of teachers from their grade level. During these planning meetings the teachers discuss the plan and provide feedback that is shared as needed at each planning committee meeting and discussed. Each grade level has a monthly grade level meeting where all of the grade level teachers meet together to discuss concerns or to share ideas. The Instructional Facilitator meets with each planning team weekly to share ideas and to provide additional.</p>	Objective Met 09/21/17	Megan Smith	09/28/2017
Action(s)	Created Date				
2	9/21/17	Adjustments will be made to the staff duty schedule in order to ensure equitable distribution of time and responsibilities.	Complete 08/21/2017	Megan Smith	08/21/2017
<i>Notes:</i>					
<i>Implementation:</i>			09/21/2017		
<i>Evidence</i>		9/21/2017 Schedule and survey evidence is uploaded under documents.			

Experience	9/21/2017 Teachers were surveyed in order to receive feedback related to staff duty preferences. This data was used in order to make informed decisions.			
Sustainability	9/21/2017 We will revisit staff configurations and assignments and determine what adjustments need to be made.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	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
Initial Assessment:		We currently offer enrichment and remediation for all students during the school day (5th period). Students also have the opportunity to attend before school and/or after school tutoring sessions with teachers. We monitor the progress by the use of formative assessments (CORE Literacy assessments, teacher assessments, and district benchmarks).	Limited Development 09/01/2017		
How it will look when fully met:		We will continue to build in an enrichment/ intervention so that the students who need the most support are given more instructional opportunities. Our 5th period class as an intervention and enrichment time. Flexible grouping for 5th period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		Betsy Hammond	06/28/2019
Action(s)	Created Date		0 of 2 (0%)		
1	9/1/17	We will restructure our school day to utilize our 5th period class as an intervention and enrichment time. Flexible grouping for 5th period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		Betsy Hammond	06/28/2019
<i>Notes:</i>					
2	9/21/17	We will offer additional learning opportunities after school through our "Comet Scholar Academy". Enrichment opportunities will be available to students through: Science Fair, Science Olympiad, Finance Committee, STEAM, Honors Chorus, Math Fair, Battle of the Books, Coding, and a variety of others as determined by student interests and need.		Rachel McElroy	04/30/2018

Notes:						
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	
Initial Assessment:		The administrators conduct short, regular observations of teachers utilizing the AdvancedED Eleot Classroom Walk-through tool. Paper copies, with feedback are provided to teachers.	Limited Development 09/01/2017			
How it will look when fully met:		Administrators will make short, regular classroom observations. These observations will give school leaders informal opportunities to see what instruction was like in classrooms throughout the school.		Ronald Dixon	06/28/2019	
Action(s)	Created Date		0 of 6 (0%)			
1	9/1/17	Administrators will conduct short, regular observations to monitor teaching and best practice.		Ronald Dixon	06/28/2019	
Notes:						
2	9/1/17	Administrators will regularly review lesson plans in order to stay abreast of the instructional pacing and methods being used in classrooms.		Ronald Dixon	06/28/2019	
Notes:						
3	9/21/17	Administrators will regularly attend Collaboration Around Student Achievement (CASA) meetings in order to participate in conversations about instruction, data-driven assessment, and instruction/curriculum needs.		Ronald Dixon	06/28/2019	
Notes:						
4	9/21/17	Administrators will mobilize resources and coordinate efforts in order to ensure that professional development is implemented based on classroom walk-through data.		Ronald Dixon	06/28/2019	
Notes:						
5	9/21/17	Administrators will provide some form of feedback to teachers within 24 hours of conducting a classroom walk-through. These forms of feedback may be via the digital or paper copy of the Eleot Tool or a "Close Up" meeting where administrators and teachers meet in person to debrief about the instructional practices observed in a lesson.		Ronald Dixon	06/28/2019	
Notes:						
6	9/21/17	Administrators will communicate an instructional focus (equitable learning environment, high expectations, progress monitoring, etc.) at least bi-weekly to teachers.		Ronald Dixon	06/28/2018	
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
<i>Initial Assessment:</i>		We have looked at school performance data to decide what professional development needs exist however we have not implemented any professional development. The team has not had any discussion about aggregated classroom observation data.	Limited Development 03/20/2017		
<i>How it will look when fully met:</i>		Teachers are receiving quality professional development that is needed to drive instruction.		Megan Smith	06/11/2018
Action(s)	Created Date		0 of 4 (0%)		
1	8/16/17	School Leadership Team will analyze student performance data and classroom observational data to ensure research based best practiced are being implemented.		Megan Smith	09/29/2017
<i>Notes:</i>					
2	8/16/17	School Leadership Team will identify key faculty members to offer school based PD based on individual teacher instructional strengths.		Kerri Lamb	10/31/2017
<i>Notes:</i>					
3	8/16/17	School Leadership Team will use the data gathered during instructional rounds to make decisions about school professional development based on instructional weaknesses and strengths.		Kelly Hagood	10/31/2017
<i>Notes:</i>					
4	8/16/17	The School Leadership Team will conduct instructional rounds to gather observational data.		Kelly Hagood	10/31/2017
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
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
<i>Initial Assessment:</i>		The district provides special induction training for beginning teachers in year 1 and 2 before and during the school year to support teacher development. The district holds recruiting fairs to attract possible highly qualified educators. Staff posts teacher vacancies on social media platforms such as Facebook. Beginning teachers are supported weekly by our site-based Beginning Teacher/Mentor. Additional support is provided to beginning teachers monthly by district leadership team. Currently, there is a system working where the principal involves other staff members in the interview and selection process. We have a number of efforts in place to reward staff in light of instructional practices, extra efforts, and student achievement accomplishments.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		SAMS will be a school where its staff members have a high level of job satisfaction and actively support, encourage, and recognize fellow staff members. The NC Teacher Working Condition Survey will reflect a high percentage of staff who appreciate and enjoy their place of work.		Ronald Dixon	06/14/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	9/21/17	SAMS will continue efforts to consistently and systematically recognize and reward staff; and work to develop additional strategies where staff members consistently uplift one another.		Keri Hill	03/30/2018
<i>Notes:</i>					
2	9/22/17	The leadership team will use the NC Teacher Working Condition Survey to address areas of staff concern related to climate and job satisfaction.		Adriane Clarett	06/28/2019
<i>Notes:</i>					
3	9/22/17	The NC Educator Effectiveness System will be used as a tool for teachers to collaborate and improve their practice. Administrators will train peer observers on how to use the evaluation instrument and maximize the process.		Ronald Dixon	06/28/2019
<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>		We currently offer three Parent Engagement Nights for our parents/guardians to understand their students level of mastery with the literacy curriculum. We also provide at home resources and model strategies that support their student with learning.	Limited Development 03/20/2017		
<i>How it will look when fully met:</i>		Parents will be actively engaged in parent nights as reflected by survey data		Jaimie Cope	06/29/2018
Action(s)	Created Date		0 of 5 (0%)		
1	8/16/17	All staff at SAMS will write 5 personal messages each month that communicate student celebrations and resources to foster a positive school home relationship.		All Staff	06/08/2018
<i>Notes:</i>					
2	8/16/17	SAMS will hold 3 Family Engagement Nights to share students academic progress and resources with parents.		Tammy Myers	04/30/2018
<i>Notes:</i>					
3	8/16/17	Regularly Connect Ed message home to families from Mr. Dixon to keep them informed of upcoming expectations.		Ronald Dixon	06/29/2018
<i>Notes:</i>					
4	8/22/17	SAMS will hold a report card pick up events for parents. Teachers will share information on student progress.		Leslie Smith-Moore	03/30/2018
<i>Notes:</i>					
5	8/22/17	SAMS faculty will collaborate with community members to make parents aware of resources that are available to support students' success.		Leslie Smith-Moore	10/31/2017
<i>Notes:</i>					