

Comprehensive Progress Report

Mission:

To inspire innovative and engaging learning.

Vision:

Where every day, everyone discovers and achieves the extraordinary.

Goals:

At NRMS, overall student proficiency will increase by 12% cumulatively in both reading and math as measured by EOG testing by year end 2023-2024 (as compared to 2018-2019) (as compared to 2018-2019). (A.401, A2.04, B3.03, B3.01)

At NRMS, we will establish a culture of success centered around restorative practices to reduce instances of major incidents by 50% by 2023-2024 as measured by Educator's Handbook referrals (as compared to 2018-2019). (A1.07, A4.05, A4.04, A4.21).

At NRMS, student perception of opportunities for career and college readiness post high-school will increase annually to an overall percent favorable of 70% by 2023-2024 as measured by the "unique life goals" subsection of the Panorama SEL survey. Short term goal: In the 2021-2022 school year, 100% of students will be provided opportunities to explore multiple career pathways quarterly. (A4.06, A4.16, A4.14, A4.18, A4.20)



! = Past Due Objectives

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>		<p>August 2021- Teachers are using Educator's Handbook to log and track minor and major behaviors. Five core universal expectations have been established for building wide behavior. A discipline matrix has been created and shared with staff outlining classroom managed behaviors, minor behaviors, major behaviors and possible consequences. The leadership team is meeting with companies to create universal signage throughout the building to communicate expectations/look-sounds like.</p> <p>Although A1.07 is a key indicator, it will take some time to meet the objective and the team has identified stepping stone indicators that will aid in full implementation. The school will first meet A4.05, A4.21, and A4.04 before actively addressing this indicator.</p>	Limited Development 11/14/2019		
<i>How it will look when fully met:</i>		All students will know clear expectations for behavior, participation, and social interactions. Classroom distractions will become minimal, allowing teachers to focus on instruction over management. Referrals for major referrals in Educator's Handbook will decrease by 10% annually. Teachers will consistently implement Restorative Practices throughout the total school environment, both for preventing and addressing student behavior and conflict. Students will have known strategies to implement when have emotions or conflict.		Majoria Pearson	06/01/2022
<i>Actions</i>			3 of 4 (75%)		
11/30/20	Develop discipline matrix in order to consistently apply consequences across all grade levels and administrators		Complete 01/08/2021	Sonya Galloway	01/30/2021
<i>Notes:</i> https://docs.google.com/document/d/1QPnn4DAcoTN6cigRKIS-BKqPxyONM7yyLGVF4vxpQtE/edit?usp=sharing					
11/30/20	Develop and implement universal behavior expectations for common areas of the school building, including the hallways, restroom, and cafeteria		Complete 04/08/2021	Rebecca Hunter	04/08/2021
<i>Notes:</i> Date for target adjusted from 2/28/21 to 4/08/21 based on change in attendance plan for the remainder of the 2020-2021 school year from Plan B (hybrid) to Plan A (normal attendance) in order to develop a expectations most reflective of full capacity.					

11/23/20	Staff members attend Capturing Kids' Hearts training.	Complete 10/06/2021	Jonathan Clark	08/06/2021
	<i>Notes:</i> Implementation team attend core training with Capturing Kids' Hearts in order to bring the program back to the school **Rescheduled to January 2021 due to COVID-19 **Postponed until Summer 2021 due to COVID-19: Scheduled August optional workdays			
10/21/21	Train staff in Restorative Practices.		Jonathan Clark	12/01/2021
	<i>Notes:</i> Contract created with Restorative Well for training with ongoing support.			

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
	<i>Initial Assessment:</i>	August 2021- Although prior administrator stated requirement of weekly lesson plans with a Google folder for uploading, teachers inconsistently submit plans. Teachers use a variety of formats with varying levels of detail from I Do-We Do-You Do to formats of self creation. Most teachers lack usage of formative assessment to analyze student progress and inform planning. Although there is a current format plan for submitting lesson plans, teachers inconsistently turn in plans and feedback is not given regularly.	Limited Development 10/22/2019		
	<i>How it will look when fully met:</i>	Teachers will have an in depth vertical and horizontal understanding of the standards in their content in the current grade but also in the grades above and below in order to develop and assess learning progressions. Teachers will develop and use curriculum maps and UBD units in order to plan and implement aligned instruction. Teachers will meet weekly in both content and grade level PLCs in order to use the backwards design model and utilize data for effective planning.		Michelle Stoelting	06/01/2022
Actions			0 of 4 (0%)		
10/21/21		Universal template for lesson planning (may vary by content but consistent across all teachers of the same content)		Rebecca Hunter	02/01/2022
	<i>Notes:</i>	Date chosen to follow implementation of UBD backwards design unit planning.			
10/21/21		Instructional coach from ERG and/or administration will collaborate with teachers in PLC in order to implement UBD unit planning and individual teacher planning utilizing the provided template.		Brittney Bolder	03/01/2022
	<i>Notes:</i>				

10/22/19	Weekly standards instructional coaching from Educational Resource Group (ERG)		Rebecca Hunter	06/01/2022
<i>Notes:</i>				
10/21/21	Formative assessments will be used to monitor student mastery and inform instructional planning.		Michelle Stoelting	01/01/2023
<i>Notes:</i> Forms of formative assessment: iReady pathway, Exact Path, exit tickets, anecdotal observation, small group notes				

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
<i>Initial Assessment:</i>		<p>Our Current Implementation Efforts are as follows:</p> <p>A. All teachers are required to have updated lesson plans and/or Canvas courses implementing backward design available to be reviewed weekly by administration.</p> <p>B. Every teacher must use the backward design plan to create challenge based learning and problem based learning for North learners.</p> <p>C. All teachers have completed a classroom management professional development and are implementing "Capturing Kids Hearts," which assists all teachers with a variety of strategies that can help with connecting with students and monitoring classroom management.</p> <p>Although A4.01 is a key indicator, it will take some time to meet the objective and the team has identified stepping stone indicators that will aid in full implementation. The school will first meet B3.01, B3.03 and A2.04 before actively addressing this indicator.</p>	Limited Development 11/21/2019		

How it will look when fully met:

A. Teachers are receiving walk throughs and feedback according to the instruction observed (B3.03)

Evidence: Lessons clearly reflect more student thinking and application than teacher talk time as measured by observation of the direct instruction model through I Do, We Do, You Do on classroom walkthroughs. Increased student engagement as measured by the Panorama survey with 75% or more of students rating themselves in the upper 2 quantiles.

B. Students will become more engaged with lessons and will head toward mastery on benchmarks and end of grade testing.

Evidence: Growth with formative and informative assessments as measured by the NC EOG with an increase of 10% in reading and 7% in math over 3 years.

C. Teachers will participate in standards aligned instruction using the UBD backwards design model in order to engage students in rigorous, differentiated instruction (A2.04)

Evidence: PLC systems and minutes, lesson plans, teacher observations, walkthrough

Jonathan Clark

06/01/2024

Actions

Notes:

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers and students intermittently use the guidance referral system to refer students in varying emotional states for student services support. A few teachers have shown interest in explicitly teaching emotional management and engaging in restorative conversations among students. Teachers call student services for students in crisis. Student Services addresses referrals, creates and implements safety plans, meet one-on-one with students in crisis and administer risk/threat assessments as needed.	No Development 10/21/2021			
<i>How it will look when fully met:</i>	NRMS students will actively utilize skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include knowing how to recognize and manage our emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. These skills also are the ones that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Teachers play a key role in supporting their students' development of social/emotional competencies, both through faithful implementation of Restorative Practices, paired with Capturing Kids' Hearts, and through creating a healthy classroom culture. Teacher's personalized instruction and relational capacity with students facilitate learning. The culture of all teachers' classrooms reflect values and is seen in its rituals, routines, expected behaviors, and relationships among teachers and students. An effective classroom culture is evident in the way the teacher organizes the classroom and establishes and reinforces its rules and procedures.		Majoria Pearson	06/01/2023	
Actions			1 of 4 (25%)		
10/21/21	Add a Restorative Practices Coordinator to the staff in order to support students and teachers in SEL and behavior management.	Complete 10/01/2021	Jonathan Clark	10/01/2021	
<i>Notes:</i> Patience Cuthbertson hired October 2021.					
10/21/21	Teachers review Panorama survey data with Student Services in order to identify students who may need additional SEL support.		Barbara Garrison	12/01/2021	
<i>Notes:</i> Survey given Fall and Spring.					
10/21/21	Professional development in Restorative Practices		Jonathan Clark	12/01/2021	

Notes: Contract submitted for training from Restorative Well.

10/21/21 Homeroom teachers will explicitly teach SEL curriculum.

Barbara Garrison

01/15/2022

Notes: 7th and 8th grades will use Second Step.
6th grade will use Fly Five.

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>	<p>Teachers and students intermittently use the guidance referral system to refer students in varying emotional states for student services support. A few teachers have shown interest in explicitly teaching emotional management and engaging in restorative conversations among students. Teachers call student services for students in crisis. Student Services addresses referrals, creates and implements safety plans, meet one-on-one with students in crisis and administer risk/threat assessments as needed.</p> <p>Although A4.06 is a key indicator, it will take some time to meet the objective and the team has identified stepping stone indicators that will aid in full implementation. The school will first meet A4.14, A4.20, A4.18, and A4.16 before actively addressing this indicator.</p>	Limited Development 11/21/2019			
<i>How it will look when fully met:</i>	<p>NRMS students will actively utilize skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include knowing how to recognize and manage our emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. These skills also are the ones that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Teachers play a key role in supporting their students' development of social/emotional competencies, both through faithful implementation of Restorative Practices, paired with Capturing Kids' Hearts, and through creating a healthy classroom culture. Teacher's personalized instruction and relational capacity with students facilitate learning. The culture of all teachers' classrooms reflect values and is seen in its rituals, routines, expected behaviors, and relationships among teachers and students. An effective classroom culture is evident in the way the teacher organizes the classroom and establishes and reinforces its rules and procedures.</p>		Barbara Garrison	06/01/2022	
Actions					
<i>Notes:</i>					

	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		August 2021- The school provides two courses in the area of CTE. The school administers the Panorama survey 2x/year which asks students about their unique life goals. Prior to COVID-19, career fairs were provided, however, these need have not yet been planned for 21-22.	No Development 10/21/2021		
<i>How it will look when fully met:</i>		As the last step in the school pathway before high school, a school-wide college or career culture is important in middle school. A school wide culture "cultivates aspirations and behaviors conducive to preparing for, applying to, and enrolling" in post-secondary opportunities and is evident in schools in which a common theme throughout courses and activities is post-secondary success is possible for all students. At NRMS all students of all abilities, races, cultures and genders, whether on a college-bound path or career path, will participate in career development activities. NRMS will counteract the trend that black and Latino students, as well as those who are the first in their families to attend college, are often most lacking in information about postsecondary plans.		Michael Brooks	06/01/2022
Actions			1 of 7 (14%)		
11/19/21	Virtual Job Shadow training will be provided by the CTE department so students can explore unique life goals through possible future career paths.	Complete 11/19/2021	Dominique Bates	12/01/2021	
<i>Notes:</i> 11/19/21: Dominique Bates from CTE met with grade level teams during planning to train on the VJS platform.					
10/21/21	TLDT in collaboration with student services will create survey to be administered 3x annually.		Laura Ritchie	01/01/2022	
<i>Notes:</i> This survey should gauge student exposure to different career and college opportunities, awareness of said opportunities, and their level of forward thinking when it comes to their own goals and aspirations.					
10/21/21	Implementing Virtual Job Shadow platform schoolwide at North Rowan Middle School so students can explore careers and use interactive tools to develop career paths based on choice.		Jonathan Clark	06/01/2022	
<i>Notes:</i> Collaborate with Dominique Bates from CTE to provide teacher training.					

10/21/21	Regular career speakers and/or experiential learning opportunities to expose students to a variety of career opportunities.		Barbara Garrison	06/01/2022	
<i>Notes:</i> Guidance department to spearhead a monthly opportunity for at least one grade level to engage with a speaker (virtual or face-to-face) or experiential learning opportunity in a career.					
10/21/21	Bi-annual Panorama survey administered, specifically the unique life goals portion		Rebecca Hunter	06/01/2022	
<i>Notes:</i> SEL survey completion rate of 90%					
10/21/21	Student services will also organize a virtual career and college fair for the spring of each school year.		Michael Brooks	06/01/2022	
<i>Notes:</i>					
10/21/21	Friday homeroom lessons will provide space for various digital career and college exploration sessions.		Barbara Garrison	06/01/2022	
<i>Notes:</i>					
	A4.20	All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		August 2021- The school provides two courses in the area of CTE. The school administers the Panorama survey 2x/year which asks students about their unique life goals. Prior to COVID-19, career fairs were provided, however, these need have not yet been planned for 21-22.	No Development 10/21/2021		
<i>How it will look when fully met:</i>		Students will direct their own instructional process through goal setting. Students will self-select goals, based on their aspirations. Teachers will engage students in a planned sequence of actions to move them from where they are toward their goals. Students will see a concrete connection between their effort and progress to their goals through self-monitoring and self-judgments of performance attainments. Teachers will model and implement students' self-recording their performance in realtime, as they complete activities, providing convenient, immediate feedback to learners (graphing, data notebook, monitoring PowerSchool/Canvas).		Laura Ritchie	06/01/2023
Actions					
<i>Notes:</i>					

A4.21		The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has had approximately 75% of staff trained in Capturing Hearts across 3 years.	Limited Development 10/21/2021		
How it will look when fully met:		Students with SEL competency display a level of concern and respect for self and others. Specifically, students will use their “sense of self-worth, regard for others, and emotional understanding and management to set positive goals and make responsible decisions” by engaging in self awareness, self management, social awareness, relationship skills and responsible decision making. Restorative Practices will be an embedded part of the school culture and evident to all stakeholders upon walkthrough.		Majoria Pearson	06/01/2023
Actions			1 of 3 (33%)		
11/19/21	SEL curriculum selected for each grade level for use during homeroom.	Complete 11/01/2021	Barbara Garrison	11/01/2021	
<i>Notes:</i> Curriculum selected for all grades. 6th grade will use Fly Five and 7th/8th will use Second Step.					
11/19/21	Staff training in restorative practices		Jonathan Clark	12/01/2021	
<i>Notes:</i>					
11/19/21	Staff trained in SEL curriculum and implemented with students daily.		Barbara Garrison	01/01/2022	
<i>Notes:</i>					
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
B1.06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As part of the SIP and renewal processes, the TLDT, in coordination with district leadership support, select annual WIGs (Wildly Important Goals) as foci using previous student achievement and success data to set a trajectory for the year. These goals are used to build our SIP in NCStar, aligned to the Key Indicators.	Full Implementation 10/21/2021		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Teacher quality and experience
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		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Rowan-Salisbury Schools holds an annual conference for beginning teachers to launch them successfully as BTs into the school year. At NRMS, we have a BT lead mentor who collaborates with mentees and mentors to provide appropriate, differentiated success for teachers in their first 3 years. The complete mentor-mentee team meets monthly to review professional develop, instructional strategies and share successes and failures to build capacity.	Full Implementation 10/21/2021		
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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers build PDP plans annually, aligned with the SIP/Renewal Plan. Administration meets with teachers to review, develop and support their plans throughout the school year, with minimum meetings at BOY, MOY and EOY.	Full Implementation 10/21/2021		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.09	All students receive adequate, up-to-date equitable access to technology. (6828)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Rowan-Salisbury School District is a full one-to-one school district, including interactive classroom environments. Middle school students each have an iPad with access to appropriate technology programming and tools to support learning. Teachers and classrooms have MacBooks and projectable TVs in order to create an interactive learning environment.	Full Implementation 10/21/2021		