

## Comprehensive Progress Report

**Mission:** C.W. Stanford Middle School will work as a collaborative community to promote academic growth through challenging and engaging instruction so that all students become and remain successful, productive citizens in a global society.

**Vision:** We envision a collaborative culture with a common purpose and clear goals in a professional learning community committed to the success of all the students.

**Goals:**  
Every student will be exposed to an inclusive, welcoming and supportive learning environment.

C1.06: 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). Goal 1. Provide parents with information and resources on academic, social and emotional needs of middle school students via links on “parent” tab on CWS website. Goal 2. Provide activities/programs for parents at school to aid them in helping their child be successful and well rounded individuals.

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. Goal 1: Develop ways to improve the use of pre- and post- assessments to help shape individualized instruction in each classroom Goal 2: Develop ways to improve communication between Core, EC, AIG and Elective teachers regarding student achievement



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instruction is provided primarily through whole group instruction throughout the building. We are currently implementing Lucy C curriculum, which is based off of the workshop model. Teachers regularly do allow students to independently practice skills through computer based programs. Also, group work can be seen throughout the building as well.	Limited Development 09/13/2018		
<b>How it will look</b>				<b>Leslie Bryant</b>	<b>08/01/2019</b>

**when fully met:**

1. Teacher Expectation/Role Definition/Sense of Efficacy: Teachers accept

responsibility for teaching their students. They believe that students are capable of

learning. They re-teach if necessary, and alter materials as needed.

**(artifacts: learning goals, lesson planning, grading practices, tasks modifications)**

2. Student Opportunity to Learn: Teachers allocate most of their available time to

instruction, not non-academic activities, and learning activities are carefully aligned to

standards. **(artifacts: lesson design & planning, vertical meetings agendas, formative assessments)**

3. Classroom Management and Organization: Teachers organize their learning

environments and use group management approaches effectively to maximize time

students spend engaged in lessons. **(artifacts: lesson planning & design; use of graphic organizers, agendas & learning goals; formative assessments, flexible grouping)**

4. Curriculum Pacing: Teachers move through the curriculum rapidly but in small steps

that minimize student frustration and allow continuous progress.

**(artifacts: content planning, district and self made summative and formative assessments, vertical planning)**

5. Active Teaching (sometimes called Direct Instruction): Teachers actively instruct,

demonstrating skills, explaining concepts, conducting participatory activities, reviewing

when necessary. They teach their students rather than expecting them to learn mostly

from curriculum materials. They do not just stress facts or skills, they also emphasize

concepts and understanding. **(artifacts: lesson design- differentiated assessment; blended learning, conferencing notes, learning goals and formative assessments)**

6. Teaching to Mastery: Following active instruction, teachers provide opportunities for

students to practice and apply learning. They monitor each student's progress and

provide feedback and remedial instruction as needed, making sure students achieve

mastery. **(artifacts: tiered instruction & interventions; project based learning, interdisciplinary lessons, learning centers, grading practices, tutoring services, rubrics)**

7. A Supportive Learning Environment: In addition to their strong academic focus, these

teachers maintain pleasant, friendly classrooms and are perceived as enthusiastic,

supportive instructors. **(artifacts: discipline, attendance, club attendance data; student work samples, classroom design)**

<b>Actions</b>				<b>0 of 3 (0%)</b>		
9/13/18	Instructional focuses provided to staff- walk through information from Admin and Coaches will be discussed with grade levels & dept areas				Leslie Bryant	08/01/2019
<i>Notes:</i>						
9/13/18	Vertical planning for content areas				Ron Roche	08/01/2019
<i>Notes:</i>						
9/13/18	Common language and expectations within grade levels; as well as some common language across grade level and elective classes.				Cynthia Glenn	08/15/2019
<i>Notes:</i>						
<b>!</b>	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Grade levels meet at the start of each year to establish expectations	Limited Development 08/20/2017		

<b>How it will look when fully met:</b>	<p>- A high-level set of standard “rules” are provided schoolwide - Each grade-level/classroom will have specific “rules” that meet the schoolwide expectations, but, satisfy the needs of their classroom - Teachers will model the schoolwide as well- <b>common expectations</b> should be seen throughout the building</p> <p>What artifacts will be needed to demonstrate that this objective is fully met: - Copies of classroom rules and <b>management policy</b> - Minutes from grade-level, PLC, faculty meetings - Pictures, videos of classroom management in action</p>		Quanda Turner	11/15/2018
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/13/18	Teachers will participate in a PD that focuses on de escalation strategies. Opportunities for students to reflect/regulate will be identified within learning environment.		Andrew Wagoner	12/01/2018
<i>Notes:</i>				
9/13/18	Staff will discuss classroom management practices and restorative justice practices. CHOICES will be evaluated to ensure it's effectiveness for behavior changes. Grade levels will create classroom management systems that exist prior to sending a student to CHOICES		Brenda Gregory	11/01/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			a. PLCs and Vertical Alignment b. Interdisciplinary PBLs c. Core Instructional Teams d. STEM coordinator, Literacy Coach, AIG specialists, EC teachers and specialists.	Limited Development 09/01/2017		
<b>How it will look when fully met:</b>		a. Teams that are currently working continue their work. b. All teachers will be aware of and involved in decision making process. c. All staff will be informed, trained, and able to locate the resources necessary to apply the standards to units of instruction. d. Staff will have adequate time to create and refine PBL units.			<b>Ron Roche</b>	<b>08/01/2019</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/13/18	Grade level & Dept areas will post agendas, minutes, resources & planning documents on google.			Sara Hurd	08/15/2019	
<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>		Currently, CWS uses grade level PLCs to discuss student behavior and academic concerns. Our teachers refer students to counselors as they feel it is needed. They also submit referrals for SST, in which a folder is created for students and interventions are tracked. Currently there is not a system in place that consistently tracks and monitors student accommodations and interventions that teachers are have readily access to. Best practices can be found throughout the building; however, further clarification is needed to determine what practices are universal and what can be considered as tier 1 accommodations/support vs tier 2 & 3 interventions.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		<p>Teachers will have an understanding of the different accommodations and interventions associated with the levels of tiered instruction. Core instruction will be strengthened through use of best practices and instructional models that are effective for all students. Teachers will have a focus for their instructional delivery that will be provided in the weekly communication from the principal, which will be discussed and highlighted within weekly and full day PLCs. Instructional practices will be monitored via walk throughs and feedback will be used as a tool for professional reflection and growth.</p> <p>The tracking and monitoring of students who are within the MTSS process will be more effective and students will be less likely to "fall through the cracks" throughout the year. Teachers will have readily access to information of interventions that are most effective for individual students from year to year.</p> <p>What artifacts will be needed to demonstrate that this objective is fully met: MTSS Data tracking system, PLC agendas and minutes, lesson plans which include flexible grouping and moments for reteaching,</p>		Leslie Bryant	08/15/2019
<b>Actions</b>			<b>0 of 7 (0%)</b>		
	9/19/18	Instructional Expectations and focus will be highlighted in weekly communication from the principal.		Leslie Bryant	10/15/2018
<i>Notes:</i>					

	9/13/18	To create organizational systems to report, track and monitor what interventions has been provided for students		Dawn Erikson	12/15/2018
	<i>Notes:</i>				
	9/13/18	Strengthen Core Instruction by implementing workshop model across content areas		Leslie Bryant	08/01/2019
	<i>Notes:</i>				
	9/13/18	Strengthen Core Instruction by implementing Co teaching experiences with core and instructional support team across grade levels		Cloie Riley	08/15/2019
	<i>Notes:</i>				
	10/2/17	Use of formative and summative assessments to design lessons for small groups and individual students. This will include opportunities for students to show their learning in a variety of ways		Lori Merritt	08/15/2019
	<i>Notes:</i>				
	10/2/17	Develop ways to improve communication between Core, EC, AIG and elective teachers regarding student needs & achievement; this will include the sharing of data.		William Lalanne	08/15/2019
	<i>Notes:</i>				
	9/13/18	Professional development for staff for implementation of the CWS MTSS model. Teachers will be able to distinguish between Tier 1, Tier 2 & Tier 3		Sallie Wintz	08/15/2019
	<i>Notes:</i>				
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>a. Referrals to counselors (counselors record, SST) b. Counselors give presentations to staff and students (Character education, expectations, scheduling, etc...) c. Social worker support d. Grade level/PLC meetings discuss student concerns, attendance, school expectations, PBLs e. Documentation of student accommodations (AIG, 504, EC, PEPs, Medical) f. Mentors - Athletic and extracurricular activities g. Smart lunch (instructional assistance, Internet access) h. Weekly Grade sheet for extracurricular</p>	Limited Development 09/01/2017		
<b>How it will look when fully met:</b>	<p>Describe how it will look when this objective is fully met: a. Students will be able to: 1. recognize their emotional state 2. ask for assistance 3. utilize supports and interventions b. Staff will be able to: 1. recognize students in crisis 2. refer students to appropriate resource.</p> <p>Best practices will be used school wide for creating a welcoming and inclusive environment where students needs are addressed, while maintaining a high level of expectations and rigor.</p> <p>Discipline referrals and incidents will decrease as both staff and students provide an environment that is conducive for optimal teaching and learning.</p> <p>Attendance percentages will increase as students students are part of a supportive environment; provided with resources to assist them in self regulation; as well as opportunities to experience success, which leads to an increase in self efficacy.</p> <p>Student growth and achievement will increase due to the use of appropriate interventions and resources that will support them in removing the barriers that do not allow them to be currently successful.</p> <p>What artifacts will be needed to demonstrate that this objective is fully met: a. CWS student information document b. Student accommodation information (PEPs, 504s, EC data) c. Student health concerns list d. Discipline data/CHOICES data e. Student support data f. PLC/Grade level minutes g. Attendance data h. Weekly Grade sheet for extracurricular activities i. MTSS/Chargers Care documentation</p>		Ron Roche	08/01/2019
<b>Actions</b>		<b>1 of 6 (17%)</b>		
	10/2/17 Discipline data as well as student support data will be shared, Student Accommodations such as PEP, IEP, 504 and EC Data will be shared and reviewed quarterly	Complete 06/19/2018	Ron Roche	08/15/2018

<i>Notes:</i>				
9/13/18	To create organizational systems to report, track and monitor what interventions has been provided for students		Angie Stephens	12/15/2018
<i>Notes:</i>				
9/13/18	Coordinate mentor programs (use of parents, WEB leaders and high school athletes) for students who need additional support and guidance		Hope Carr	12/15/2018
<i>Notes:</i>				
10/2/17	To educate school staff to recognize the signs of possible emotional distress and/or refer to appropriate resources.		Callie McBroom	08/15/2019
<i>Notes:</i>				
9/13/18	To create a protocol on what information is deemed necessary to share with staff that impacts student behaviors and performance		Sallie Wintz	08/15/2019
<i>Notes:</i>				
9/19/18	Implement AVID strategies school wide, which are best instructional practices for all students, provided in a supportive and rigorous learning environment.		Lori Merritt	08/15/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Improvement Team meets monthly. District Coaches have scheduled walk through dates and pd dates.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		Describe how it will look when this objective is fully met: Faculty members are engaged in the process and are contributing to the decision-making process...i.e. through the school's leadership team. We should expect to see student success academically and socially while moving through the MTSS process and in the general education curriculum. What artifacts will be needed to demonstrate that this objective is fully met: - School data (EOG, benchmark, CFA's). Discipline data. - Minutes from Leadership, SIP, Staff Meetings.		Cloie Riley	08/15/2019
<b>Actions</b>			<b>0 of 1 (0%)</b>		
9/13/18		PD will be facilitated by District level staff (i.e.Errin Denniston, Connie Crimmons & Sarah Bongarten). Also staff will meet with District Level Lead Teachers for instructional support, resources and pacing		Lori Merritt	08/15/2019

Notes:

	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>			With new SIT members we discussed the importance of communicating the same message throughout all teams. Leadership team members are also members on either our SIT, MTSS, SST or AVID.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>			Describe how it will look when this objective is fully met: Two meetings monthly, discussion of best practices/strategies to meet the needs of Tier 2 students, Instructional Design implementation will help to address the needs of all MTSS tiers, Vertical alignment meetings occur twice a year, the focus of staff meetings will be to discuss best practices What artifacts will be needed to demonstrate that this objective is fully met: - Minutes from School Improvement meetings made public - Records of Observations of ID Teachers by other teachers - Minutes from MTSS meetings made public		Jeffrey Faulkner	08/15/2019
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/13/18	Student Service Team will align referrals and begin behavior interventions and/or discuss environmental factors that may affect a student's performance TO grade level interventions. Interventions will be documented and will serve as Tier 1 of MTSS			Callie McBroom	08/15/2019
<i>Notes:</i>						
	9/13/18	Regularly scheduled Leadership mtgs in which instructional expectations, school based concerns, district initiatives are discussed			Michelle McDuffie	08/15/2019
<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>		Describe our Current Implementation Efforts: - PLC meeting times - Grade-level meetings - Vertical alignment - Faculty meetings - Instructional Enrichment Events (i.e. Survivor Day, STEM Day)	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		Describe how it will look when this objective is fully met: - PLC meetings every week (minutes/agenda) - Instructional design meetings on a regular basis (based on need) - Faculty meetings based on instructional practices (minutes/agenda) - Consistency of grading policy across grade-levels and content What artifacts will be needed to demonstrate that this objective is fully met: - PLC meetings every week- minutes/agenda - Instructional design meetings on a regular basis- based on need - Faculty meetings based on instructional practices- minutes/agenda - Examples of student work/portfolios		Sara Hurd	08/15/2019
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	9/13/18	Master schedule that allows EC teachers to plan with grade level teachers	Complete 08/13/2018	Leslie Bryant	08/17/2018
<i>Notes:</i>					
	9/13/18	Smart Lunch will be revised to allow students multiple opportunities to receive additional instruction		Lori Merritt	12/15/2018
<i>Notes:</i>					
	9/13/18	Full Day PLC's for data analysis, lesson planning, pd and visiting other classrooms will be implemented		Leslie Bryant	08/01/2019
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
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>		Describe our Current Implementation Efforts: Not much consistent physical presence from administration in the classroom. Younger teachers get more walkthroughs. Principals are highly informed, are looking at data and will discuss with the teachers. Most feedback is done through observations. Most of our staff is established teachers and the principals have a trust in us. They also have a confidence our PLCs. The district level people are coming into the classrooms and communicate with the principals. Anne met with all teachers at the beginning of the year and teachers shared feedback. All got to do a reflection.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		Describe how it will look when this objective is fully met: Teachers will know that feedback will be given consistently and timely with respect. Best practices and learning moments are shared among staff at all staff meetings. What artifacts will be needed to demonstrate that this objective is fully met: Observations. Teachers will be given a simple survey. Emails, phone calls and recollections of casual conversations. More reflections and learning moments presented at faculty meetings and grade level PLC.		Quanda Turner	08/15/2019
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/13/18	Weekly communication of instructional expectations will be shared with staff		Leslie Bryant	12/15/2018
<i>Notes:</i>					
	9/13/18	Weekly Admin PLC to discuss instructional trends and goals.		Quanda Turner	08/15/2019
<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>		a. We look at SCI (8th)/MATH/ELA data from benchmarks (.25) and EOG performance b. We discuss and plan improvement in PLC's and Grade Level and Data meetings based on the above c. Across the district (ELA/MATH only) Vertical alignment teams discuss and plan based on data d. We haven't seen the aggregated observation data so we assume that admins are looking at it and making suggestions in PLC's and Grade Level meetings e. Teacher evaluation process provides for feedback on teacher effectiveness	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		Describe how it will look when this objective is fully met: a)Student growth will continue to improve both at CWS (all grade levels) and at OHS b)Teachers will be able to observe and implement effective strategies utilized by peers c)EVASS & NCEES data will drive PD at local and district level What artifacts will be needed to demonstrate that this objective is fully met: a)Student assessments (benchmarks & EOGs) b)EVASS & NCEES data over time		Jeffrey Faulkner	08/15/2019
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/13/18	School Improvement Team will use the TIPS model to determine school wide goals.		Jeffrey Faulkner	08/15/2019
<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>		RECRUITING: - Found on-line, Orange County Schools jobs website - Word of mouth other teachers EVALUATING: - EVAAS - Evaluations from peers and admin - Informal and formal - Self-assessment REWARDING: Food Some extra payment, occasional REPLACING: - Thank you to those leaving - Staff in interviews	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		- Pay or compensate teachers for extra work (EXAMPLES: Leadership, Committees, EC Facilitator) - More communication about new hires, who is leaving, jobs available - Jobs fairs - Evaluation forms can be more user friendly - Teacher education records are correct and given back to teacher in timely fashion - Should be easier and quicker for an out-of-state teacher to be licensed in NC - Public recognition of accomplishments - Classroom stipends - Money for books, etc. - Formal hospitality committee with duties Once all the objectives have been met, the school will be able to provide funds for teacher stipends, more pay for extra duties, better communications about job openings. Moreover, teachers are recognized for accomplishments, procedures are in place for teachers with life changes (babies, marriages...) through a formal hospitality committee, and retirement recognition is more uniform. What artifacts will be needed to demonstrate that this objective is fully met: - Increase in pay - Emails about school news - Receipts for stipends, etc. - Notes from staff minutes - Hospitality committee in place		Gloria Amerson	08/15/2019
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/13/18	Staff will provide feedback to each other's instructional during Traveling plcs.		Sara Hurd	08/15/2019
<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>		Describe our Current Implementation Efforts: a. Sunday Night Message b. Canvas and Google Classroom type programs c. Teacher to parent phone calls and emails. d. Parent Conferences e. Student Support Team meetings and conferences f. Open House g. "Bring Parent to School Day" h. Counselor "Coffee Break" Information Sessions i. English & Math Nights j. Cultural Explosion k. PTSA meetings l. Teacher to Parent newsletter/update m. Social Worker's monthly attendance report and awards	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		Describe how it will look when this objective is fully met: Communication between school and parent will happen on a regular basis.The school will provide a variety of avenues for parent communication and participation within their child's learning experience which will not only involve the parent coming to CWS, but include home visits, family enrichment events and service projects- The school will be an integral part of the surrounding community. Students' connection to their education will be enhanced. - There will be an increase of a more diverse group of parents that are involved in school activities.  What artifacts will be needed to demonstrate that this objective is fully met: - Parent communication logs - School calendar of events - Sign-in sheets-parent volunteers - Meeting minutes		Quanda Turner	08/15/2019
<i>Actions</i>			<b>0 of 5 (0%)</b>		
	10/2/17	Provide parents with information and resources on academic, social and emotional needs of middle school students via links on "Parent" and grade level tab on the CWS website		William Lalanne	08/15/2019
<i>Notes:</i>					
	10/2/17	Provide activities/programs for parents at school to aid them in helping their child be successful and well rounded individuals.		Maggie Holly	08/15/2019
<i>Notes:</i>					

9/13/18	Weekly phone calls or postcards to strengthen relationships by contacting parents personally about their child's positive behaviors and/or performance		Cynthia Glenn	08/15/2019
<i>Notes:</i>				
9/19/18	Incorporate home visits for families who traditionally been involved in school activities		Callie McBroom	08/15/2019
<i>Notes:</i>				
9/19/18	Contacting parents at the time students behavior or performance decline.		Cynthia Glenn	08/15/2019
<i>Notes:</i>				