

Comprehensive Progress Report

Mission: New Century International Middle School will provide an environment that celebrates student achievement, creativity, growth, and global diversity.

Vision: Every TITAN will be **Respectful, Responsible, and Resilient** Global Citizens.

Goals:

Increase Math achievement to 50% by June 2024

Increase composite in ELA achievement to 70% by June 2024

Increase 8th-grade Science achievement to 90% by 2024

By June 2024, increase (SWD) Students with Disabilities subgroup in ELA, Math, and Science overall proficiency by 35%.

Decrease office referrals in ABE by grade level to about 60%-50% by June 2024



! = 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
Initial Assessment:		Currently, we are a PBIS school. We are working towards the implementation of all staff being fully trained on our PBIS system and being consistent with giving points to students. Our data shows within the first two weeks of school over 12 students have received an in-school or out-of-school suspension. We have implemented a check-and-connect program for at-risk students and have moved those students through MTSS to address ongoing behaviors. 2021-2022 our data showed a majority of our incidents occurred during hallway transition.	Limited Development 09/27/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When the objective is fully met, the data will show a decrease in student behaviors. The staff will have fully implemented PBIS on a consistent basis.	Objective Met 05/22/23	Mia Barnes	06/01/2023
Actions					
	9/27/22	The E-hallpass program will be purchased to address hallway transition issues.	Complete 11/17/2022	Gail Kennedy	10/31/2022
<i>Notes:</i> Shared budget information with School Improvement Team.					
	9/27/22	All staff will be trained on the implementation of E-Hallpass.	Complete 11/17/2022	Gail Kennedy	11/01/2022
<i>Notes:</i> Any new staff will be trained on E-Hallpass.					
	9/27/22	All grade-level teams will create classroom rules and procedures in order to demonstrate consistency on each team.	Complete 12/07/2022	Gail Kennedy	11/10/2022
<i>Notes:</i> Administration will check every classroom to ensure grade level team rules are posted.					
	9/27/22	During the first week of school, all teachers will review NCIMS matrix, Student Code of Conduct, and their classroom procedures and rules during their individual class periods.	Complete 03/16/2023	LaTasha Hicks	01/13/2023
<i>Notes:</i> We will revisit this action when students return from Thanksgiving, Winter, & Spring Break.					
Implementation:			05/22/2023		

Evidence	5/22/2023 5/22/2023: Staff survey on E-hall Pass, PLC agenda and training roster			
Experience	5/22/2023 5/22/2023: All staff were trained on E-Hall Pass.			
Sustainability	5/22/2023 5/22/2023: SIT voted to purchase the program for next year and to continue training and implementation.			

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:			Our school-wide focus is on standard alignment instruction, high-yield instructional strategies, and effective data cycles for the 23-24 school year. Teachers and instructional leadership teams will meet during grade-level PLCs to ensure standard alignment instructional strategies are developed on weekly lesson plans. Our goal is to follow the 90-day district-wide Roadmap for Standard Align Instruction. Our teachers are working towards having students work towards mastery. Our ELA, Math, and Science teachers are assigning pre- and post-assessments.	Limited Development 09/27/2022		
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			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:			We should see increased student data on (county-wide benchmarks, Mastery Connect, SuccessMaker, End of Grade testing, and classroom assessments). Teachers will collaborate on teaching units and review data with support staff (teacher assistants, ESL, and EC teachers).		Alberto Domingo	05/01/2024
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Actions				2 of 9 (22%)		
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	9/27/22		To ensure that teachers have access to and use unit guide documents through Canvas, the instructional leadership team will explain and review with teachers the aligned CCS resources for instruction and will set clear expectations for its use.	Complete 09/25/2023	Issac Fraizer	09/10/2023
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<i>Notes:</i>						
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9/9/23	The instructional leadership team will conduct iRounds (using 1.1, 1.2, 1.3) to observe the implementation of the planning process from PLCs, use of resources, alignment, and pacing by providing timely feedback to teachers.	Complete 10/09/2023	Nickole McCoy	09/30/2023
<i>Notes:</i>				
9/9/23	To ensure that teachers analyze student work from the lesson to determine the next steps during whole group instruction by using guiding questions, scaffolding, and additional tasks.		Alberto Domingo	12/03/2023
<i>Notes:</i>				
9/9/23	To ensure that teachers analyze student work and post-test data to group students for differentiated instruction by using Mastery Connect and benchmark data.		LaTasha Hicks	12/15/2023
<i>Notes:</i>				
9/9/23	Teachers will intentionally locate and identify differentiated resources related to the standard by using the unpacking standards documents and CCS resources for instruction.		Issac Fraizer	01/15/2024
<i>Notes:</i>				
9/9/23	The teacher will provide differentiated learning opportunities for students based on data and individual students' needs by using post-test assessment data.		Latrece Battle	01/30/2024
<i>Notes:</i>				
9/3/23	During weekly PLC's teachers will determine what students need to know and do by unpacking standards using the NCDPI NCSCOS documents (unpacking/clarification docs) and analyzing the learning targets.		Alberto Domingo	09/30/2024
<i>Notes:</i>				
9/9/23	The instructional leadership team will attend weekly PLCs to ensure that teachers plan using the CCS Resources and unpacking standards to ensure that materials and lessons are aligned and grade level. (Target date: someone in milestone 1, but it can be all year two.		LaTasha Hicks	10/01/2024
<i>Notes:</i>				
9/27/22	Teachers will intentionally plan to focus on the beginning of the lesson and its purpose by communicating the learning target(s) with students, activating their prior knowledge in warm-ups, facilitating student grappling opportunities, and building classroom community.		Gail Kennedy	10/10/2024

Notes:

Implementation:		05/22/2023		
Evidence	5/22/2023 5/22/2023: PLC agenda, video evidence of teacher implementing strategies in the classroom and data walls in all classrooms.			
Experience	5/22/2023 5/22/2023: The objective presented some challenges but we were able to fully implement providing feedback to teachers, implementing data cycles after common assessments using Mastery Connect and all staff were trained on High Yield Strategies.			
Sustainability	5/22/2023 5/22/2023: Remain consistent to make sure everyone receives feedback.			

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
Initial Assessment:		Our MTSS leadership team is in the process of adding and training new members due to turnover in the department. The team has been coached through SWIFT. SWIFT is a company selected by the district to assist schools in implementing a multi-tiered system of support, or MTSS. Within an MTSS framework, schools provide all students access to the general education curriculum and some students additional and intensified support based on their data-based needs. Streamlining this process has been a challenge for the leadership team and staff. However, we are working toward full implementation.	Limited Development 10/05/2022		
How it will look when fully met:		When fully met a multi-tiered system of support will be created to address student academics and behaviors. Resources will be shared with parents and teachers on how we will address students who need Tier 2 and Tier 3 support.		Gail Kennedy	06/30/2025
Actions			0 of 4 (0%)		
	10/11/22	The principal will select and train the MTSS leadership team.		Mia Barnes	05/01/2024
	<i>Notes:</i>				
	10/11/22	The MTSS leadership team will conduct a self-assessment of the MTSS process.		Gemette McEachern	05/01/2024

Notes:

10/21/22 The school's Instructional leadership team will ensure support for our Students with disabilities (SWD) who do not show mastery or growth. Students will be invited to attend after-school remediation or assigning lessons through Successmaker and Edgenuity.

Cornelia Baker

06/01/2024

Notes: On 11/9/23, Mrs. McEachern did on-site training on the Co-Op model for EC teachers. This model will continue to be monitored for improvement. One-teach, one-observe, Parallel teaching, Station teaching, Alternative teaching, Team teaching.

On 11/14/23, Mrs. McEachern and Dr. Carvermoore discussed our progress with Edgenuity. How will we implement and monitor student progress? We will follow up during grade-level PLC on 11/30/23

10/5/22 New staff to NCIMS will be trained on the MTSS process for NCIMS.

Antony McRae

09/16/2024

Notes: This training will be a continuous process due to teacher turnover each year.

	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
Initial Assessment:			Under our current implementation, our teachers give essential emotional support to our students daily. We are using the Second Step program to address (SEL) within every grade level. As we reflect on our MTSS implementation we continue to have to retrain staff due to high turnover among staff. MTSS will continue to meet monthly. Teachers and other school staff will be kept well informed about what supports and services are available and how best to connect at-risk students to appropriate interventions. Our goal is to be proactive in addressing students who may need Tier 2 and Tier 3 support. Will continue to implement our school-based (PBIS) program to decrease student behavior. Our student government will be apart of planning our PBIS school-wide celebrations.	Limited Development 10/11/2022		
How it will look when fully met:			When fully implemented, all teachers will be participating in (PBIS) and understand the MTSS process and how to document and monitor student progress. Most students will be able to understand their emotional state and communicate their needs to an adult.		Gail Kennedy	06/30/2025
Actions				0 of 5 (0%)		
	9/9/23	Interview or survey students and families (e.g., school climate survey) to determine whether the school provides a safe and positive environment for students to thrive.			Antony McRae	11/30/2023
<i>Notes:</i>						
	9/9/23	To ensure that teachers are trained and have access to and use all CCS MTSS documents and resources.			Nekiah Stanfield	12/09/2023
<i>Notes:</i>						
	10/11/22	During monthly MTSS meetings, teachers will determine what students are not progressing academically and behaviorally by reviewing academic data (Successmaker, Mastery Connect etc..) and ABE data.			Savannah Grimes	05/01/2024
<i>Notes:</i>						
	10/11/22	The MTSS team will set clear expectations and assign roles for MTSS leadership meetings.			Nekiah Stanfield	05/01/2024
<i>Notes:</i>						

	9/9/23	Create a schedule that will allow sufficient time for the School Counselor to identify opportunities to reinforce social-emotional skills using the Second Step program. This program will be used to address the social-emotional needs of our students.		Nekiah Stanfield	05/02/2024	
<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>			Currently, our school guidance counselor facilitates grade-to-grade transition. Each year she will meet with the elementary school to develop orientation dates and times in the spring for rising 6th graders. She also meets with the High School to plan the 8th-grade orientation. As a school, we need more staff involved in this process.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>			When implementation is fully met, Students who have attended New Century Middle school will have an easy transition to high school. Academic and behavioral data will be shared with upcoming schools to address different areas proactively.		Antony McRae	06/30/2025
Actions				0 of 3 (0%)		
	10/11/22	A plan will be developed for our feeder schools to assist with students' schedules for middle and high school. (Rising 6th graders and rising 9th graders)		Thelma Jarrett	05/01/2024	
<i>Notes:</i>						
	10/11/22	Create a video to get rising 6th-grade students excited about their middle school visit and introduce parents and future scholars to our school		Thelma Jarrett	05/01/2024	
<i>Notes:</i>						
	10/11/22	Partner with community sponsors to donate goody bags for our rising 6th-grade students.		Savannah Grimes	05/01/2024	
<i>Notes:</i>						

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Currently, resources and supports have been used through the SST process. Limited professional development has been provided to the staff in regards to MTSS up to this point.		No Development 05/25/2021		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>Monthly MTSS meetings per grade level with MTSS leadership team and support staff. Approximately 60% of our students will be receiving tiered interventions with fidelity. The following supporting evidence will be provided:</p> <ul style="list-style-type: none"> • PLC and grade level agendas & minutes • MTSS training and professional development • Data based problem solving 			Cornelia Baker	06/02/2025
Actions			0 of 1 (0%)		
9/3/23	Grade-level MTSS teams will use assessment data to stratify students into instructional groups with different levels of support; Tier 1 typically refers to services provided to all students, while Tier 3 represents the most intensive supports that either lead to or include special education services.			Issac Fraizer	06/01/2024
<i>Notes:</i>					
Implementation:			09/03/2023		
<i>Evidence</i>	<p>4/27/2022 4/27/2022; A plan was established by the MTSS team to train teachers on the purpose and process. Monthly meetings were established for the 1st Wednesday of each month. ESSER funds were used to hire additional teachers in ELA. Each grade level had two ELA teachers in comparison to one in previous years. Class sizes were significantly reduced. Teachers were able to focus on more small group instruction and support for students by tiers. MTSS Team met regularly with teachers to discuss, record, and track data to appropriately tier students and revise supports.</p>				

Experience	4/27/2022 ESSER funds were used to hire additional teachers in ELA. Each grade level had two ELA teachers in comparison to one in previous years. Class sizes were significantly reduced. Teachers were able to focus on more small group instruction and support for students by tiers.			
Sustainability	4/27/2022 Continue scheduled training multiple times through the school year (strategic- beginning, mid, end); Delegate roles for Tier supports and programs (small group, Check in Check out, etc); Examine the dashboard resources and creating a NCIMS dashboard aligned to our school's needs. Create a tiered instructional matrix that is universal regardless of content area being taught.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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:		Currently, our Instructional leadership team meets once a month. The school improvement and other teams meet once a month. We are transitioning from traditional staff meetings to meeting with team leaders in the building called E.A.T. (Everyone At the Table). This team will focus on our process, procedures, and students. This meeting will also be our required meeting for our school improvement team each month.	Limited Development 10/11/2022		
How it will look when fully met:		For this to be fully implemented all leadership teams meet regularly and problems are addressed not just shared. We will have common goals, agendas and a vision to meet our school improvement goals. Our teacher's leaders will help build capacity and review effective practices.		Gail Kennedy	06/03/2024
Actions			4 of 8 (50%)		
	10/11/22	The school leadership team will establish clear expectations for using CCS Resources.	Complete 10/09/2023	Gail Kennedy	09/10/2023
<i>Notes:</i>					
	9/9/23	The school leadership team will establish and model accessing CCS resources.	Complete 10/09/2023	LaTasha Hicks	09/10/2023
<i>Notes:</i>					

9/9/23	The school leadership team will monitor and observe teachers' use of CCS resources during the beginning of the lesson.	Complete 10/16/2023	LaTasha Hicks	09/30/2023
<i>Notes:</i>				
9/9/23	The school leadership team during learning walks will observe and provide feedback on the use of student engagement as related to the focus standard of the lesson.	Complete 10/23/2023	Gail Kennedy	10/10/2023
<i>Notes:</i>				
9/9/23	The administrative team will monitor standards-aligned instruction through Learning Walks by using the CCS Learning Walk resource.		Cornelia Baker	11/30/2023
<i>Notes:</i>				
9/9/23	The school leadership team, during learning walks, will observe and provide feedback on scaffolding and support strategies used by teachers.		Nickole McCoy	12/30/2023
<i>Notes:</i>				
9/9/23	The school administrative team will monitor data cycles with a focus on Post-data.		Gail Kennedy	12/30/2023
<i>Notes:</i>				
9/9/23	The school administrative team will provide time for teachers to plan for differentiated instructions.		Savannah Grimes	01/22/2024
<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>		Currently, we have different teams who focus on different areas of improvement. However, the team structure established among teachers is weekly grade-level meetings and PLCs for 90 minutes. During this time teams meet with parents, students, and administration. During PLCs teachers plan with other content-area teachers.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		In full implementation, all teachers will use these times allotted effectively for reviewing student data and lesson planning.		LaTasha Hicks	06/30/2025
<i>Actions</i>			0 of 2 (0%)		
10/11/22	(E.A.T.)	Everyone at the Table leadership team will meet monthly to focus on indicators and prepare for SIT meetings.		Mia Barnes	05/01/2024
<i>Notes:</i>					
10/11/22		Agendas will be uploaded to Indistar as the leadership team meets.		Mia Barnes	05/01/2024
<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>		Currently the principal and the leadership team has set weekly goals to monitor classroom instruction, observation, and walk through. The current goal is three walk through a week. The principal's daily goal is to see all teachers and staff for a check in.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Principals leadership will be evident through out the school. Teachers will receive effective feedback on classroom instruction and classroom management practices.		LaTasha Hicks	06/01/2025
Actions			4 of 8 (50%)		
	9/27/22	The school leadership team will establish clear expectations for using CCS Resources.	Complete 10/02/2023	Issac Fraizer	09/10/2023
<i>Notes:</i>					
	9/27/22	The school leadership team will establish and model accessing CCS resources.	Complete 10/09/2023	Gail Kennedy	09/10/2023
<i>Notes:</i>					
	9/9/23	The school leadership team will monitor and observe teachers' use of CCS resources during the beginning of the lesson.	Complete 10/16/2023	LaTasha Hicks	09/30/2023
<i>Notes:</i>					
	10/21/22	The school leadership team, during learning walks, will observe and provide feedback on the use of student engagement as related to the focus standard of the lesson.	Complete 09/29/2023	Gemette McEachern	10/10/2023
<i>Notes:</i>					
	9/9/23	The administrative team will monitor standards-aligned instruction through Learning Walks by using the CCS Learning Walk resource.		Cornelia Baker	11/30/2023
<i>Notes:</i>					
	9/9/23	The school administrative team will provide time for teachers to plan for differentiated instructions.		Savannah Grimes	03/15/2024
<i>Notes:</i>					
	9/9/23	The school leadership team, during learning walks, will observe and provide feedback on scaffolding and support strategies used by teachers.		Savannah Grimes	03/30/2024

Notes:

9/9/23 The school administrative team will monitor data cycles with a focus of Post data.

Gail Kennedy

05/30/2024

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

Initial Assessment:

Our current implementation efforts include but not limited to, principal sharing school wide data with parents and students during Open House. Teachers were given data notebooks at the beginning of the year, to include information on current students. Teachers will use the data to create to remediation groups with in the classroom and outside the classroom to address our level 1 and 2 students.

Limited Development
09/27/2022

How it will look when fully met:

Teacher will be able to provide instructional strategies and to address individual students weakness and strengths. We will use PLCS discussion and parent meetings to determine if the objective have been fully met or implemented.

Savannah Grimes

06/01/2024

Actions

0 of 3 (0%)

9/27/22 The ELA, Math, and Science teachers will attend on-demand county-wide professional development.

Issac Fraizer

04/30/2024

Notes:

9/27/22 The ELA, Math, and 8th Grade Science teachers will research, share, and test new practices during grade-level PLCs.

LaTasha Hicks

04/30/2024

Notes:

9/27/22 Classroom observation and walk through data will be used to develop school wide professional development for instructional improvement.

Cornelia Baker

04/30/2024

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		La'Shanda Carver-Moore	05/31/2024
<i>Actions</i>			0 of 2 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		La'Shanda Carver-Moore	03/29/2024
<i>Notes:</i>					
	10/26/23	The SIT will monitor the District and School-wide resources such as SuccessMaker and Read/Math 180 at the beginning of the year, middle of the year, and at the end of the year as they are our key instructional priorities.		Latrece Battle	04/12/2024
<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>		Currently, we have been identified as a Title I middle school for the first since the opening of the school in 2012. Therefore, we are required by federal guidelines to have parent engagement nights. Our parents attend games and performances. However, parents are not fully participating in parent-teacher conferences or parent nights compared to sports events. Due to Covid our PTA, has low participation.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		To be fully implemented our parents would attend all parent meetings. Curriculum nights and performance attendance by parents will increase. The correlate responsible for the events will be creative and transition from traditional parent engagement activities. All parents will be actively on Class dojo, PowerSchool, and Canvas.		Isaac Fraizer	06/07/2024
Actions			0 of 4 (0%)		
10/11/22	Virtual and Face to Face Parent-Teacher conferences will be an option throughout the year.			Mia Barnes	05/05/2024
<i>Notes:</i>					
10/11/22	Teams will use a communication log to keep track of parent communication whether it is on Webex, email, phone or class dojo.			Gail Kennedy	05/05/2024
<i>Notes:</i>					
10/11/22	The School Improvement team will create a school compact between parents/students/and teachers. Compacts will be signed by students, parents, and teachers.			Nickole McCoy	12/01/2024
<i>Notes:</i>					
10/11/22	Host a "Parent Shadow Day". Each grade level will have a day from 8-12 to shadow their child. During that time parents will be exposed to the curriculum and the life of being in middle school.			Savannah Grimes	12/05/2024
<i>Notes:</i>					