

## Comprehensive Progress Report

**Mission:**

Weddington Middle School will provide, in partnership with family and community, a positive learning environment that will challenge all students to realize their full potential as lifelong learners in a global society.

Weddington Middle School data indicate overall school and student performance data superior to State averages and most local peers. We expect to earn identification by the North Carolina Department of Public Instruction as an "A" school, and we aim to consistently "exceed" growth expectations. Any NCDPI measure that fails to reflect that status (e.g. subgroup targets) will serve as an area of focus.

**Vision:**

Beyond the numbers, WMS ultimately aims to expand opportunities for college and career readiness, and contribute to students who leave middle school prepared for high school and young adulthood. We look to enhance existing academic programs (e.g. Peer PALs) and produce new ones (e.g. ELA Interventionist services) that will meet the needs of all our students in personalized ways. We expect to place our students in front of excellent educators EVERY day. We expect to engage our parents and community members with multiple events each year, and convey to our community thru multiple mediums that we foster positive learning experiences for all our students. Every student is healthy, safe, and responsible.

**Goals:**

Social-emotional Learning (SEL): teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Strategic Planning/Leadership Capacity: a leadership team and other professional staff meet regularly to review implementation of effective practices.

Family Engagement: the school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home



! = 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
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<p><b>Initial Assessment:</b></p>	<p>Continue programs throughout the year. Weekly: Wildcat of the Week.. Each team will select a WotW based on CATS criteria. (Commitment, Achieve Balance, Take ownership, and Show integrity).</p> <p>On going: MTSS, Correlate team meeting meeting to assist students that have been identified. PBIS framework is used by teachers, admin, and support staff to develop students' positive behavior, SEL guidance has developed groups that meet regularly to help with student self confidence (social groups), Character Education, Cookie Coupons - used to recognize students that a "caught" being nice or thoughtout of others.</p> <p>Monthly: Kindness Cards , each staff memeber will write out at least one (1) postitive Kindness Card that will be mailed out to students that they want to recognize.</p>	<p>Limited Development 09/24/2019</p>		
	<p>Priority Score: 1                      Opportunity Score: 2</p>	<p>Index Score: 2</p>		
<p><b>How it will look when fully met:</b></p>	<p>Continue programs throughout the year. Weekly: Wildcat of the Week.. Each team will select a WotW based on CATS criteria. (Commitment, Achieve Balance, Take ownership, and Show integrity).</p> <p>On going: MTSS, Correlate team meeting meeting to assist students that have been identified. PBIS framework is used by teachers, admin, and support staff to develop students' positive behavior, SEL guidance has developed groups that meet regularly to help with student self confidence (social groups), Character Education, Cookie Coupons - used to recognize students that a "caught" being nice or thoughtout of others.</p> <p>Monthly: Kindness Cards , each staff memeber will write out at least one (1) postitive Kindness Card that will be mailed out to students that they want to recognize.</p>	<p><b>Objective Met 10/07/19</b></p>	<p><b>Brian Gray</b></p>	<p><b>10/11/2019</b></p>
<p><b>Actions</b></p>				
<p>10/4/19</p>	<p>CATS, SEL, PBIS, MTSS, Character Education, #ICANHELP, Cookie Coupons, Kindness Cards, Wildcat of the Week,</p>	<p>Complete 10/07/2019</p>	<p>Brian Gray</p>	<p>10/11/2019</p>

Notes:

<b>Implementation:</b>		10/07/2019		
<b>Evidence</b>	10/7/2019 Decrease in anxiety based visits to guidance, increase on student morale			
<b>Experience</b>	10/7/2019 CATS, SEL, PBIS, MTSS, Character Education, #ICANHELP, Cookie Coupons, Kindness Cards, Wildcat of the Week,			
<b>Sustainability</b>	10/7/2019 Continue programs throughout the year. Weekly: Wildcat of the Week. Monthly: Kindness Cards On going: MTSS, PBIS, SEL, Character Education, Cookie Coupons			

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>		Current PLC Model works to identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.	Limited Development 06/26/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>Regular meetings among content and interdisciplinary teams (professional learning communities) that develop and implement standards-aligned units of instruction for each content area and grade level. School accountability information should reflect improved student achievement. Stakeholder survey data should also reflect increased PLC effectiveness in context of our EmpowerED Tier I Instructional Framework.</p> <p>Each PLC aims to address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, collecting evidence of student learning, analyzing the data, and reflecting upon and adjusting the teaching. PLC Notes, Professional Development participation, and lesson plans that contribute to outcomes (attendance, pass rates, promotion, and student accountability data) can all reflect the extent to which we are meeting this objective.</p>	<b>Objective Met 10/07/19</b>	<b>Elizabeth Gobble</b>	<b>05/06/2020</b>
<b>Actions</b>					
	10/4/19	Current PLC Model works to identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.	Complete 10/07/2019	Brian Gray	10/31/2019
<i>Notes:</i>					
<b>Implementation:</b>			10/07/2019		

<b>Evidence</b>	10/7/2019 By implementing positive supports for holistic student development, and utilizing research-based tools to achieved our overall EOG goals of 88% CCR ad 94% grade level proficiency strategies and data, Weddington Middle School achieved EOG scores to 88% CCR and 94% GLP .			
<b>Experience</b>	10/7/2019 Students responded in a very positive and engaging way to the EmpowED framework.			
<b>Sustainability</b>	10/7/2019 We will continue to focus on lessons plans and instructional strategies that focus ad student empowerment to arm the students with the tools to fully tackle the challenges they will face in the 21st century.			

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>		<p>Establish our MTSS Team that will work with identified student to determine if interventions will help they academic needs and or identify special learning situations.</p> <p>iReady intervention strategies will be utilized of the Interventionist available with MTSS Student Selection. Students scoring a 1 or 2 on their Reading EOG will be in the first group to do the iReady diagnostic testing.</p>	Limited Development 09/24/2019		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>Establish our MTSS Team that will work with identified student to determine if interventions will help they academic needs and or identify special learning situations.</p> <p>iReady intervention strategies will be utilized of the Interventionist available with MTSS Student Selection. Students scoring a 1 or 2 on their Reading EOG will be in the first group to do the iReady diagnostic testing.</p>	<b>Objective Met 10/07/19</b>	<b>Brian Gray</b>	<b>10/30/2019</b>
<b>Actions</b>					
	10/7/19	Regular MTSS meetings that will with teachers identifying students of need in terms of interventions	Complete 10/07/2019	Eric Grieser	10/02/2019
<i>Notes:</i>					
	10/7/19	Conduct iReady diagnostic testing on students that scored a 1 or 2 on they Reading EOG	Complete 10/07/2019	Melisa Norwich	10/15/2019
<i>Notes:</i> Complete all iReady testing for our students scoring a 1 or 2 on their Reading EOG					
<i>Implementation:</i>			10/07/2019		
<i>Evidence</i>		10/7/2019 Regular MTSS meetings that will with teachers identifying students of need in terms of interventions			

<b>Experience</b>		10/7/2019 Regular MTSS meetings that will with teachers identifying students of need in terms of interventions			
<b>Sustainability</b>		10/7/2019 Regular MTSS meetings that will with teachers identifying students of need in terms of interventions			
<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>Here is the current list of activites we are planning to support our SEL of our students and staff. #ICANHELP Assembly, presnted to all threee (3) grade levels during their Realted Arts class. MTSS PBIS Supports MTSS team</p> <p>CATS Pride Paw</p> <p>Start Hello Week, Guidance Peer Helper Groups</p> <p>Peer PALs, Mentoring Efforts</p> <p>Perspective PD throught the Speenspon Center for Peace and Social Justice</p>	Limited Development 09/24/2019		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>		ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. PD on social-emotional learning and meeting students' needs.		<b>Brian Gray</b>	<b>05/28/2021</b>
<b>Actions</b>			<b>3 of 5 (60%)</b>		
	9/24/19	Complete SEL PD with Brian Pete. Early Release day special guest speaker. Mr. Pete will speak to the staff about SEL, the importance of SEL support in todays' schools and other tips on how to handle certain school based situations.	Complete 10/08/2019	Stephanie Lewis	10/30/2019



<i>Notes:</i>					
9/24/19 #ICANHELP Assembly		Complete 02/14/2020	Elizabeth Gobble	10/30/2019	
<i>Notes:</i>					
9/24/19 One Human Race Training and Implementation		Complete 02/28/2020	Jennifer Usry	06/10/2020	
<i>Notes:</i>					
10/19/20 Perspective PD			Amy Rogers	05/28/2021	
<i>Notes:</i> We have completed the initial training and will continue the monthly training during our monthly grade level meetints.					
10/19/20 Develop a structured system of support dealing with Social Emotional Learning (SEL) for both students and staff. Develop ips on how to handle certain school based situations.			Stephanie Lewis	05/28/2021	
<i>Notes:</i>					
<b>Implementation:</b>		10/19/2020			
<i>Evidence</i>		10/19/2020			
<i>Experience</i>		10/19/2020			
<i>Sustainability</i>		10/19/2020			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Parent Nights, Fall Rising 5th Grade Event, Spring Rising 5th Grade Visit, WHS Visit, Commencement Practice, Naviance, Promotion	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		Existing School Leadership Team and Teacher Leadership	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

	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
<b>Initial Assessment:</b>			<p>Correlate subcommittees meet regularly to address more school-wide issues as associated with their area of focus (i.e. Safety, Teacher Advocacy, Technology...) 9 correlates have been formed.</p> <p>Grade level content area PLCs meet on a regular (weekly) basis. School-wide content areas meet 3-4 times during the school year.</p> <p>Site-based Management Team meets monthly to help guide the school through issues brought before the SbMT by all stakeholders (parents, teachers, staff...)</p> <p>Interventionist has been added to our staff. Identified students are assigned to her 6-week Reading Enhancement class based of recommendations of staff, EOG scores, MTSS team. iReady is used to help support the students in this enhancement effort.</p>	Limited Development 09/24/2019		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			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. PLCs, Grade Level Leaders, Correlate Representation and Leadership.		Brian Gray	05/28/2021
<b>Actions</b>				<b>1 of 4 (25%)</b>		
9/24/19	Interventionist has been added to our staff. Identified students are assigned to her 6-week Reading Enhancement class based of recommendations of staff, EOG scores, MTSS team.		Complete 06/05/2020	Brian Gray	06/05/2020	
<i>Notes:</i>						
9/24/19	PAC and Correlate Representation and Feedback to School Leadership. Teacher has been identified and solicits input (questions) from teachers and staff that are presented to the superintendent's committee.			Elizabeth Gobble	05/28/2021	
<i>Notes:</i>						

9/24/19	At Weddington Middle School we empower students to own their learning by providing them with the tools and the opportunity to Connect with the world, to Collaborate with each other, to Create with themselves and each other through a process that includes genuine advocacy for students in an environment that is wholly student centered, will sustain a culture of excellence while prioritizing holistic student betterment.		Brian Gray	05/28/2021
<i>Notes:</i>				
9/24/19	Focused Paws PLC Planning Day. Teachers (by content area) are given a "planning day" to align lesson plans and crunch data (students' EVAAS projections) in an effort to create a better focused pacing for their classes.		Elizabeth Gobble	05/28/2021
<i>Notes:</i>				
<b>Implementation:</b>		10/07/2019		
<b>Evidence</b>	10/7/2019 By implementing positive supports for holistic student development, and utilizing research-based tools to achieved our overall EOG goals of 88% CCR ad 94% grade level proficiency strategies and data, Weddington Middle School achieved EOG scores to 88% CCR and 94% GLP.			
<b>Experience</b>	10/7/2019 Students have responded in a positive and engaging way.			
<b>Sustainability</b>	10/7/2019 The school and staff will continue to use the EmpowED framework to drive instuction and student support.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Master schedule and coordination of PLC and other meetings.	Limited Development 09/24/2019		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
<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>		Observation schedule and teacher advocacy/support efforts	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Professional Learning Series and UCPS PD, school-selected PD	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Career Fair and post jobs	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		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. Parent Newsletter by email, frequent social media communication, and several events throughout the year to showcase our school and our students.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>		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. Parent Newsletter by email, frequent social media communication, and several events throughout the year to showcase our school and our students.		Brian Gray	05/28/2021
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	9/24/19	In today's technology based society, we knew we had to create a better and easier way to read version of the newsletters. WMS researched options and have decided to try to improve this by transitioning the parent newsletter to the Smore platform. We hope this will make it easier for people to read our newsletter on mobile devices.	Complete 02/07/2020	Amy Rogers	05/28/2020
		<i>Notes:</i> We have completed the migration to a Smore platform for our newsletter. We are now working to develop procedures to add additional communications via social media (Facebook, Twitter, and Instagram) as well as ConnectEd messages.			
	9/24/19	PTSOs single biggest event here at WMS. BFF (Baskets, Food, & Fun) is an annual carnival put on by our PTSO to support the school. This is a major fundraiser for PTSO. Raffle off baskets of goodies, carnival rides, and other foods/activities.		Nancy Adamo	02/28/2021
		<i>Notes:</i> This was cancelled last spring due to Covid-19. Plans to hold event in the spring of 2021 are being planned.			
	9/24/19	Hosting an event where we will be inviting rising 6th graders and their parents for the Fall semester of their 5th grade year. Students visiting us will come from Antioch ES, Weddington ES, and Wesley Chapel ES.		Stephanie Lewis	04/30/2021

Notes: