

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 indicates 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 through multiple mediums that we foster positive learning experiences for all our students. Every student is healthy, safe, and responsible.

Goals:

By June 2025, schoolwide student attendance rates at Weddington Middle school will improve 1.46% as measured by PowerSchool Attendance Reports.

By June 2025, Weddington Middle School will achieve 95% teacher retention.

By June 2025, student achievement in English/Language Arts will increase four points as measured by North Carolina Performance Grade.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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>		<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		
<i>How it will look when fully met:</i>		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.	Objective Met 10/20/23	Eric Grieser	06/09/2023
Actions					
	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	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.	Complete 10/05/2020	Elizabeth Gobble	06/03/2022
<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.	Complete 06/20/2023	Eric Grieser	06/09/2023
<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.	Complete 06/20/2023	Eric Grieser	06/09/2023
<i>Notes:</i>				
10/14/22	WMS Staff will be assigned to correlates that serve as sub-committees with a goal of supporting the processes and school-wide academic, behavior, and social emotional framework. Correlates will include: MTSS, Technology, Student Advocacy, Teacher Advocacy, Special Events, PD/Data Analysis, and Safety.	Complete 06/09/2023	Eric Grieser	06/09/2023
<i>Notes:</i>				
Implementation:		10/20/2023		
Evidence	10/20/23 WMS elects members annually to serve on the Site-Based Management Team. The team meets monthly to make decisions that inform lesson-planning, build school culture, and respond to ideas and concerns that are voiced by staff members and community stakeholders. Correlates are formed annually that provide all staff the opportunity to share ideas and make decisions regarding various aspects of the school. Correlates meet at minimum once every six weeks and feedback is shared out to staff and the SBMT through meeting minutes.			
Experience	6/9/2023 We have created a strong sense of staff empowerment through the proactive communication of meeting agendas and correlate minutes that provide detail in regard to additions, changes, and modifications to important happenings that drive student success within the building.			
Sustainability	10/20/2023 We strive to continue empowering staff and students to voice ideas that could serve to improve the middle school experience and authenticity of WMS.			

	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>			<p>WMS has designed a master schedule that allows for sufficient supervision of students during AM arrival and PM dismissal by staff from front office and Related Arts. The schedule builds in grade level and Related Arts planning period for all teachers, and within this structure grade levels develop weekly schedules that allot time for subject-specific PLC meetings to occur at least once weekly, as well as time for grade level meetings and parent conferences, 504 and IEP meetings when needed.</p> <p>There are interruptions to teacher planning periods periodically, ranging from other classroom teacher having to leave work early/come in late unexpectedly, as well as planned and un-planned safety drills.</p>	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>			<p>WMS has devised a master schedule that capitalizes on the organization of the instructional to maximize the amount of time teachers are providing instruction, while also provide equitable, un-interrupted planning time weekly for all teachers. Morning and Afternoon duty rosters are created where all non-core teaching positions actively supervise student arrival and dismissal, including Related Arts teachers, guidance counselors, and front office staff.</p> <p>Each respective grade level has developed a PLC meeting schedule that allots at least one day for each subject-specific PLC to meet to lesson plan and reflect on assessment data. (Formative and Summative) There is also time allotted once per month for grade-level meetings and IEP/504 meetings and parent-teacher conferences as needed.</p> <p>In addition, there is a schedule created at the beginning of the year that identifies two teachers for coverage on a rotating schedule for any unexpected absences, early dismissals, or meetings that run past schedule. This provides teachers with more time to effectively plan lessons knowing they are on the coverage schedule a certain day every week to two weeks.</p>		Marcus Leake	06/10/2026
Actions				0 of 4 (0%)		
	11/7/23		Create a master schedule that allots equitable planning time for all teaching grade levels and departments.		Marcus Leake	06/09/2026
<i>Notes:</i>						

11/7/23	Grade levels to develop weekly meeting schedule that allots one day (minimum) for subject-specific PLC meetings, , with 1-2 days reserved for Parent-Teach Conferences and grade level meetings.		Marcus Leake	06/09/2026
<i>Notes:</i>				
11/7/23	Admin to develop coverage schedule that using a consistent teacher rotation of two teachers per day for each grade's planning period. The schedule is disseminated to staff and is accessible on the Faculty Canvas Page.		Marcus Leake	08/26/2026
<i>Notes:</i>				
11/7/23	Create an AM/PM Duty Roster that ensures active supervision of student arrival and dismissal, and utilizes all staff.		Marcus Leake	08/28/2026
<i>Notes:</i>				

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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>					

Notes:

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>		We are aligned well in many aspects of our instructional needs within the school. However, as stated in	Limited Development 10/20/2023		
<i>How it will look when fully met:</i>					
<i>Actions</i>					

Notes:

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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>		July 2023 - Since the return from Covid our administrative team has noticed increased challenges with regard to teacher retention, teacher recruitment, and talent development. Our team feels it is vitally important to hire effective teachers and teachers that can grow with professional development and coaching. We have an experienced staff with many strong educators who are great at what they do, and we plan to use this to our advantage as we bring on new staff and help grow them as professionals.	Limited Development 09/24/2019		
<i>How it will look when fully met:</i>		Teachers at WMS feel valued. We work diligently to offer training, coaching, and evaluation that aligns with teacher goals and desired outcomes to provide continued growth and development. Teachers set goals that are tied to their content taught and are aligned with areas where improvement		Marcus Leake	06/12/2026
<i>Actions</i>			0 of 1 (0%)		
	11/7/23	Administration builds a Teacher Advocacy correlate that is comprised of staff that serve to support fellow teachers and staff at WMS through positive recognition and planned events that all staff are invited to.		Marcus Leake	08/28/2026
<i>Notes:</i>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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:

MTSS is being implemented at Weddington Middle School, with certain aspects that are presently being implemented effectively and others that require additional planning, training, and resources to implement with fidelity.

Core instruction (Tier 1) is strong at Weddington Middle school. with better than 80% of students responding to practices and instruction that are provided to all students. Students are taught lessons aligned with the NCSCOS and are taught using delivery approaches that accommodate multiple learning styles. Students are assessed frequently and remediation is provided to students whose data supports the need to remediate.

More work is needed at the school level to effectively provide Tier 2 and 3 supports. The school is progressing with Tier 2 supports, providing training and support to teachers on Tier 2 interventions within the class, and we are exploring additional avenues to provide time for teachers to intervene with small groups during the instructional day.

Individualized supports at the Tier 3 level require personnel to provide the 1-on-1 support for the duration of an intervention cycle, which ranges from 6-12 weeks, and we continue to problem-solve ways to free up staff to provide this layer of support.

Limited Development
10/20/2023

<p>How it will look when fully met:</p>	<p>Weddington Middle implements core, supplemental, and intensive supports seamlessly throughout the school year as aligned within the MTSS framework. The MTSS Correlate has established clear data decision rules, and subject- and grade-specific PLC's apply these rules throughout the year to identify, track, and move students within the tiered framework to best support their learning needs.</p> <p>Core support is in place and monitored regularly through PLC work and state, district, and local assessment and diagnostic data. Teacher meet regularly to analyze data and determine if gaps presented in data need to be addressed within the core or through small-group intervention. Students are aware of their own data through routine data chats, and students keep track of their data in a data folder/binder.</p> <p>Tier 2 intervention is implemented with fidelity during the instructional day, both during the subject and at other points in the day. (Commons/Related Arts) Student progress is tracked through routine progress monitoring during the intervention cycle, and students are moved forward to Tier 3 if data suggests the intervention is not proving successful based on data decision rules.</p> <p>Tier 3 Intervention occurs during the instructional day, where a small group of teachers provide intensive support to students. Progress monitoring occurs every two weeks through the intervention cycle, providing the problem-solving team with sufficient data to make decisions regarding next steps for each student.</p>		Elizabeth Gobble	06/06/2026
Actions		1 of 5 (20%)		
11/7/23	MTSS Correlate establishes data decision rules to use in identifying students for Tier 2 and/or Tier 3 intervention	Complete 09/16/2024	Elizabeth Gobble	09/15/2023
<i>Notes:</i>				
11/7/23	PLC's conduct data meetings every six weeks to analyze multiple sources of assessment data to inform lesson planning for core instruction.		Marcus Leake	06/09/2026
<i>Notes:</i>				
11/7/23	Supplemental (Tier 2) interventions are provided identified students during the instructional day for 7-10 weeks with progress monitoring, and the teacher responsible tracks the progress using the Progress Monitoring Documentation Form provided at October Grade Level meeting.		Elizabeth Gobble	06/09/2026
<i>Notes:</i>				

11/7/23	Teachers are provided MTSS training and coaching throughout the the year with regard to analyzing data, small-group, and 1-on-1 remediation.		Elizabeth Gobble	06/09/2026
<i>Notes:</i>				
11/7/23	MTSS Correlate meets monthly to discuss students brought forward to MTSS from teachers with concerns and problem-solve any concerns with the tiered intervention framework that are present.		Elizabeth Gobble	06/09/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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>Teachers at WMS respond to problem student behavior consistently and using professional best practice. School-wide behavioral expectations are outlined in our PBIS Pride Paw and are displayed in classrooms, with teachers teaching, practicing, and pre-correcting positive behaviors at multiple times throughout the school year. Teachers are also aware of the common attention-seeking and avoidance behaviors and intervene appropriately to respond to the behavior in a manner that does not reinforce the behavior.</p> <p>Teachers feel supported by school administration when reporting behavioral infractions that require administrative support. Uniform consequences are shared with staff and referenced often when responding to common minor behaviors that have increased in frequency based on analysis of historical discipline data in Educator's Handbook. Grade-level specific vehicles are in place to respond to repeated minor behaviors, and major behaviors are reported to administration in a timely manner and discretely.</p>	Full Implementation 10/20/2023		
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Grade level and subject-specific PLC's in each grade conduct weekly (at minimum) to build, image, assess, and reflect on unit lesson plans that are aligned to the NCSCOS and UCPS pacing guides.</p> <p>Teachers are asked to and participate in district curriculum mapping that occurs periodically over the summer to ensure that pacing guides are relevant and aligned with NCSCOS and resources are updated and accessible for teachers across the district.</p>	Full Implementation 10/20/2023		
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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	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
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Initial Assessment:	Parent Nights, Fall Rising 5th Grade Event, Spring Rising 5th Grade Visit, WHS Visit, Commencement Practice, Naviance, Promotion	Limited Development 09/24/2019		
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How it will look when fully met:				
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Actions				
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<i>Notes:</i>	
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Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>Here is the current list of activities we are planning to support our SEL of our students and staff. #ICANHELP Assembly, presented to all three (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 throughout the Speenspon Center for Peace and Social Justice</p>	Limited Development 09/24/2019		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		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.	Objective Met 10/20/23	Eric Grieser	06/09/2023
Actions					
	9/24/19	#ICANHELP Assembly	Complete 02/14/2020	Elizabeth Gobble	10/30/2019
<i>Notes:</i>					
	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	One Human Race Training and Implementation	Complete 02/28/2020	Jennifer Usry	06/10/2020
<i>Notes:</i>				
10/19/20	Perspective PD	Complete 10/13/2022	Amy Rogers	06/03/2022
<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.	Complete 06/03/2022	Stephanie Buehler	06/03/2022
<i>Notes:</i>				
10/14/22	New Students to WMS Ice Cream Social	Complete 09/09/2022	Stephanie Buehler	09/30/2022
<i>Notes:</i>				
10/14/22	Human Bingo	Complete 09/19/2022	Stephanie Buehler	09/30/2022
<i>Notes:</i>				
10/14/22	Guidance department will organize and execute Goblin Games grade level event to support student social-emotional well-being.	Complete 06/20/2023	Stephanie Buehler	10/31/2022
<i>Notes:</i>				
10/14/22	Mix It Up at Lunch - Students are given different candy/color of Jolly Rancher and sit in the corresponding table section that match their candy/candy color for lunch, providing an opportunity to connect with different students and support social skill development	Complete 06/20/2023	Stephanie Buehler	04/30/2023
<i>Notes:</i>				
Implementation:		10/20/2023		
Evidence	10/13/2022 PC Meeting Minutes documenting steps taken and work output from various phases of implementation.			
Experience	4/1/2022			
Sustainability	10/13/2022 Guidance department, with support from school administration, social worker to continue with modifications and adjustments to protocols as needed to accommodate the changing landscape of student support.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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, that 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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<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.	Objective Met 06/20/23	Eric Grieser	06/09/2023
Actions					
	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	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.	Complete 04/28/2022	Stephanie Lewis	04/30/2022
		<i>Notes:</i>			

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.	Complete 05/05/2023	Eric Grieser	06/09/2023
<i>Notes:</i> This was cancelled last spring due to Covid-19. Plans to hold event in the spring of 2021 are being planned.				
10/14/22	Weddington Middle will use social media platforms to consistently share news updates, successful student outcomes, and upcoming school and community events that involve parents and stakeholders in the community.	Complete 06/20/2023	Amy Rogers	06/09/2023
<i>Notes:</i>				
Implementation:		06/20/2023		
Evidence	10/13/2022 Social Media platforms, staff and community weekly smores, weekly Friday ConnectEd phone calls to parents and families			
Experience	10/13/2022 The staff and administrative team welcome communication with our community stakeholders and have continued to maintain our stance that parent and community involvement is key to success at the middle school level.			
Sustainability	10/13/2022 Use of social media outlets to share good news, happenings, and school event updates as they come.			