



Wheatmore Middle School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission:

The mission of Wheatmore Middle School is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of Wheatmore Middle School is to maximize educational opportunities for every student, based on our beliefs that:

All students can learn;

All students will be taught in a safe and nurturing learning environment;

Vision:

All students deserve a teacher who is qualified and well-prepared;

All students deserve access to instructional resources managed in a fiscally responsible manner; and

All stakeholders share the responsibility and accountability for student learning.

Goals:

By the end of the 2022-2023 school year, 100% of WMS staff will be provided with specific professional development to ensure 1) proper identification of students to the appropriate MTSS tiers; 2) satisfactory documentation; and 3) the implementation of appropriate interventions, as measured by PD attendance, and MTSS intervention documentation (A1.07, A2.04, A4.01, A4.06).

By the end of the 2022-2023 school year, Wheatmore Middle School will demonstrate a 3% growth in EOG composite scores for math, reading, and science in all three grade levels (8th Grade only for Science and Math I), as measured by the End-of-Grade 6-8 Math, 6-8 Reading, 8th grade Science and NC Math I state assessments. (A1.07, A2.04, A4.01, A4.06, E1.06)

By the end of the 2022-2023 school year, WMS will develop and implement an effective PBIS program, as measured by at least a 9% engagement score in Classcraft, and a 10% decrease in discipline incidents that result in OSS, ISS and bus suspensions (A1.07, A4.06, E1.06).



! = 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:			All teachers have rules and expectations for their classroom, however rules are not explicitly taught and reinforced.	Limited Development 09/07/2021		
How it will look when fully met:			When student's have an understanding of rules and expectations within the classroom they will show they can manage their emotions, and be responsible by doing what is right. Students will build healthy respectful relationships with teachers and peers. Students will seek help and communicate appropriately with staff and peers.		Jessica Hanes	06/30/2023
Actions				1 of 3 (33%)		
	9/7/21	Create schoolwide PBIS expectations/matrix to review and post in every classroom.			Carla Osborne	12/31/2022
<i>Notes:</i>						
	9/7/21	PBIS Matrix will be taught during Warrior Time weekly on Fridays using Classcraft quests.			Carla Osborne	06/30/2023
<i>Notes:</i>						
	9/7/21	Through weekly SEL lessons within Classcraft, the values and expectations of living #TheWarriorWay will be continuously referenced, and therefore reinforcing what is expected of students. When students show they can live #TheWarriorWay they will be rewarded with Classcraft points.	Complete 05/20/2022		Carla Osborne	06/30/2023
<i>Notes:</i>						

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
Initial Assessment:			A majority of teachers know their curriculum standards and implement for planning and instructional purposes. Team-oriented planning is not always demonstrated and vertical alignment is a relative area of weakness.	Limited Development 09/07/2021		
How it will look when fully met:			Aligning instruction to the curriculum and standards is a lot of work. Developing aligned units of instruction, with differentiated lessons and		Melanie Cronin	06/30/2023

	formative assessments, including pre- and post-assessments, is even more work. When teachers work in teams to produce units of instruction, they learn from each other and share the load. Also, the common units form a basis for comparison of strategies when teachers teach the same subjects. Well-constructed units ensure good vertical and horizontal instructional articulation.			
Actions		0 of 3 (0%)		
9/7/21	Teachers will submit artifacts and products from weekly CTTs to ensure fidelity of implementation and processes.		Melanie Cronin	06/30/2023
<i>Notes:</i>				
10/14/22	CTTs will take apart essential standards to ensure the lessons being planned teach the standard to fidelity.		Jessica Hanes	06/30/2024
<i>Notes:</i>				
10/14/22	CTTs will meet weekly to analyze data, identify essential standards, and create common formative assessments.		Jessica Hanes	06/30/2024
<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
Initial Assessment:			This is a developing area for our school, and has been setback by COVID. A team has been established for these purposes. There is a basic understanding of the MTSS process, but what it looks like in practice is still developing for our staff.	Limited Development 09/07/2021		
How it will look when fully met:			The evidence suggests that the locus of control in a multi-tiered system of support is on classroom instruction. Schools must ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.		Jessica Hanes	06/30/2024

Actions			2 of 5 (40%)		
	9/7/21	The school will establish a set MTSS team that meets monthly to review open cases, possible cases and provides supports as needed.	Complete 08/23/2021	Melanie Cronin	09/30/2021
Notes:					
	9/7/21	MTSS will review open MTSS cases from the previous school year and ensure all implementation and documentation are up-to-date.	Complete 09/10/2021	Melanie Cronin	09/30/2021
Notes:					
	9/7/21	An attendance committee will meet bi-monthly to discuss student attendance concerns and support student attendance so that does not become a barrier to MTSS support.		Melanie Cronin	06/30/2023
Notes:					
	9/7/21	Training will be provided to staff quarterly to ensure compliance with necessary paperwork, documentation, timelines, etc.		Melanie Cronin	06/30/2024
Notes:					
	10/14/22	Leadership is working with CTTs to strengthen essential standards taught in the classroom to improve core to 80%.		Jessica Hanes	06/30/2024
Notes:					
	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
Initial Assessment:			Limited Development 09/07/2021		Target Date
How it will look when fully met:				Dina Fletcher	06/30/2023

Actions				0 of 4 (0%)		
	9/7/21	Teachers spent intentional time at the beginning of the school year to begin the year developing positive relationships with students as a foundation for the school year.			Dina Fletcher	06/30/2023
Notes:						
	9/7/21	Student Services provides weekly lesson plans for students/teachers focusing on core values, SEL components, etc. Lesson Plans are presented during Warrior Time on Fridays.			Dina Fletcher	06/30/2023
Notes:						
	9/7/21	Crisis plan procedures, suicide interventions, etc. will be shared with staff by Student Services in grade level meetings.			Carla Osborne	06/30/2023
Notes:						
	10/27/22	WMS Teachers will receive PD on the Panorama program and utilize Panorama for social-emotional learning.			Melanie Cronin	06/30/2024
Notes:						
	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
Initial Assessment:			Procedures are established to determine student promotion and retention, and the school has a strong plan for transitions from elementary to middle and middle to high. WMS is currently lacking clear transition plans to ensure successful transitions from grade level to grade level within the building.	Limited Development 09/07/2021		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Schools must develop, implement, and evaluate explicit and ongoing plans to support student transitions across grades and levels of schooling. Elementary schools should access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to elementary school settings. Students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; effective transition programs must foster communication and be responsive to stakeholder needs. High schools should monitor incoming students for early warning indicators and provide appropriate supports; ninth grade academies, personalizing		Dina Fletcher	06/30/2023

	learning, and ensuring students have access to highly effective faculty are supportive structures for this transition. Closing the social capital gap between low income students and their peers through early college programs, college/career advising, and predictive analytics system have proven effective for students transitioning out of high school into college/career.			
Actions		0 of 3 (0%)		
9/7/21	Create and implement a transition plan for students moving from 5th to 6th Grade.		Dina Fletcher	06/30/2023
<i>Notes:</i>				
9/7/21	Create and implement a transition plan for students moving from 8th to 9th Grade.		Dina Fletcher	06/30/2023
<i>Notes:</i>				
9/7/21	Create and implement a transition plan for students moving from 6th to 7th Grade and 7th to 8th Grade.		Carla Osborne	06/30/2023
<i>Notes:</i>				
Implementation:		09/08/2022		
Evidence	9/8/2022			
Experience	9/8/2022			
Sustainability	9/8/2022			

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
Initial Assessment:			<p>The district has an LEA Support/Improvement Team in place consisting of the following:</p> <ul style="list-style-type: none"> Cathy Waddell, Assistant Superintendent for Curriculum and Instruction Cathy Waddell, Secondary Education/ESL Larry Chappell, Director of Director of Instructional Support Services/Title II 	Full Implementation 09/07/2021		

			<ul style="list-style-type: none">Shenna Creech, Director of Digital Teaching and LearningMeredith Weipert, Director of Testing and Accountability/PowerSchoolBeth Davis, Director of Federal ProgramsLynette Graves, Director of Elementary Schools and Title IHeather Cox, Director of Exceptional ChildrenTammie Abernethy, Director of Middle Schools and Continuous ImprovementDavid Cross, Director of CTE <p>See evidence uploaded in B1.01 folder.</p>			
	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>			Teams have been established and are in the process of meeting at least once a month; the school doesn't always review appropriate data in those meetings.	Limited Development 09/07/2021		
<i>How it will look when fully met:</i>			Some decisions concern the general operation of the school and its continuous improvement. Schools typically place those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.		Bruce Carroll	06/30/2023
Actions				0 of 2 (0%)		
9/7/21			School Improvement Team meets monthly .		Melanie Cronin	06/30/2023
<i>Notes:</i>						
10/27/22			Monthly during SIT Meetings, the team spends a dedicated portion of the meeting reviewing CTTs processes and instructional data.		Bruce Carroll	06/30/2023
<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
Initial Assessment:			There is a comprehensive schedule with planning time built for all certified staff members. In addition, there is a duty schedule that covers all required duty locations. Grade levels are organized by team to effectively provide instruction and support based on the middle school model and designated meeting times are established.	Limited Development 09/07/2021		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			The evidence review indicates that incorporating team structures into the school culture assists in driving improvement at the school and informs district policies and practices. Team structures charged with specific functions and purpose can address three unique areas of need in schools; instruction and instructional methods, whole school improvement planning and family community connections. Teams, when effectively constructed and managed, shore up continuous improvement planning frameworks.	Objective Met 10/27/22	Bruce Carroll	06/30/2022
Actions						
	9/7/21	Comprehensive schedule with planning time built for all certified staff members.		Complete 08/23/2021	Melanie Cronin	09/30/2021
Notes:						
	9/7/21	Duty schedule that covers all required duty locations.		Complete 08/29/2022	Melanie Cronin	06/30/2022
Notes:						
	9/7/21	Grade levels are organized by team to effectively provide instruction and support based on the middle school model and designated meeting times are established.		Complete 09/01/2022	Melanie Cronin	06/30/2022
Notes:						
Implementation:				10/27/2022		
Evidence			10/27/2022 Attached.			

Experience	10/27/2022 Comprehensive schedules were created to ensure adequate planning, duty-free lunch and effective coverage on duty locations, and adequate time for instruction.			
Sustainability	10/27/2022 Leadership team will continue to analyze the effectiveness of the master schedule, duty schedule, etc. and adjust as necessary.			

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
Initial Assessment:			Administration works to regularly be in classrooms. The team can work to provide more effective and timely feedback for instructional staff members.	Limited Development 09/07/2021		
How it will look when fully met:			Improving student performance rests heavily on improving classroom instruction. Of course, a teacher’s instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher’s planning and preparation. The principal focuses on instruction. In fact, school turnaround literature calls this a “relentless focus on instruction.” First establishing expectations and processes for team planning and for instructional delivery, the principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice.		Bruce Carroll	06/30/2023
Actions				1 of 3 (33%)		
9/7/21		Administration provides weekly feedback to all teachers from walkthroughs.			Melanie Cronin	06/30/2023
Notes:						
10/27/22		Administration creates a walkthrough tool that aligns with the schoolwide instructional focus, and includes WMS non-negotiables.		Complete 09/30/2022	Bruce Carroll	06/30/2023
Notes:						
10/27/22		Teachers will submit artifacts and products from weekly CTTs to ensure fidelity of implementation and processes.			Jessica Hanes	06/30/2023
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:			The leadership team at the school and district level consistently examines performance data in weekly leadership meetings as well as on grade-level meetings. See evidence in C2.01 folder.	Full Implementation 09/10/2021		

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
Initial Assessment:			The LEA as a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. See evidence in C3.04 folder	Full Implementation 09/10/2021		

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
Initial Assessment:			Teams/teachers send home regular communication (newsletters, etc) to parents/guardians. Weekly communication is provided to parents/guardians from the school level. Social Media, websites, etc. are also used for communication.	Limited Development 09/07/2021		
How it will look when fully met:			The school is most effective when the home does its part. Therefore, the connection between the school and the home is essential to school improvement and school success. Helping parents fully engage in the learning lives of their children is a necessary function of the school, and		Melanie Cronin	06/30/2023

	one that requires considerable, consistent, and competent attention. A fruitful connection between the school and the home is built upon purpose, communication, education, and association. (Redding, 2006, p. 145)			
Actions		0 of 5 (0%)		
9/7/21	Utilize social media to provide parents/community with a window into their child's learning and daily experience at WMS.		Melanie Cronin	06/30/2023
<i>Notes:</i>				
10/27/22	Teachers will respond to family and parent concerns via email, phone calls and Classcraft within 24 hours of response.		Bruce Carroll	06/30/2023
<i>Notes:</i>				
10/27/22	Setup parent accounts via Classcraft to allow parents to see positive reinforcement of their child's behaviors while at school. This also allows for rapid two-way communication between home and school.		Bruce Carroll	06/30/2023
<i>Notes:</i>				
9/7/21	Teams send home at least a monthly newsletter communication to families to update them on what's happening on their team and in each course.		Melanie Cronin	06/30/2024
<i>Notes:</i>				
9/7/21	SEL/Core Value component added to admin weekly message to families, component included once monthly as a review at the end of each month.		Dina Fletcher	12/31/2024
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: **Wheatmore Middle School**

School Year: **2022-2023**

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers have a duty-free lunch 4 days/week. This plan is supported by support staff, administration and other school personnel to ensure that teachers have duty-free lunch 4 days/week.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All teachers have approx. 90 minutes of duty-free instructional planning on a daily basis as implemented in our Master Schedule.

Transition Plan for At-Risk Students

- ☒ Elementary to Middle School
- ☒ Middle School to High School

Please describe transition plan below.

We work with our feeder elementary schools to identify at-risk students during the spring and work to develop relationships with them and their stakeholders early on in the school year to ensure appropriate transitions and supports are in place as needed. We hold conversations with our feeder high school on a regular basis to support transitions from middle school to high school.