

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 2023-2024 school year, 100% of WMS staff will be provided with specific professional development and resources to ensure 1) proper identification of students to the appropriate MTSS tiers; 2) effective core instruction, and 3) utilizing multiple data points to ensure students are receiving tiered small group support. (A1.07, A2.04, A4.01, A4.06, D1.02).

By the end of the 2023-2024 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, D1.02, E1.06)

By the end of the 2023-2024 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).



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:			ALL teachers employ effective classroom management techniques. They consistently reinforce classroom rules and procedures by positively teaching them, creating a harmonious and productive learning environment for their students.		Lynne Jones	06/30/2025
Actions				3 of 4 (75%)		
	9/7/21	Create schoolwide PBIS expectations/matrix to review and post in every classroom.		Complete 09/30/2022	Carla Osborne	12/31/2022
Notes:						
	9/7/21	PBIS Matrix will be taught during Warrior Time weekly on Fridays using Classcraft quests.		Complete 03/31/2023	Carla Osborne	06/30/2023
Notes:						
	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
Notes:						
	9/25/23	All teachers consistently implement their classroom management plan and consistently enforce classroom and school rules and procedures.			Melanie Cronin	06/30/2025
Notes: Determined via walkthrough						

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>			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		
<i>How it will look when fully met:</i>			Instructional teams create standards-aligned units of instruction for every subject and grade level. This ensures that the curriculum is well-structured and tailored to meet the educational needs of students at various grade levels, promoting a coherent and effective learning experience.		Melanie Cronin	06/30/2025
<i>Actions</i>				0 of 3 (0%)		
	10/14/22		CTTs will take apart essential standards to ensure the lessons being planned teach the standard to fidelity.		Bruce Carroll	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>						
	9/7/21		Teachers will submit artifacts and products from weekly CTTs to ensure fidelity of implementation and processes.		Melanie Cronin	06/30/2025
<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 school operates a tiered instructional system. This system enables teachers to deliver evidence-based instruction that aligns with the unique needs of each student, spanning all tiers of the educational process. As a result, students receive personalized education and support, maximizing their learning potential		Carla Metters	06/30/2024
Actions				3 of 7 (43%)		
	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	Carla Metters	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	Carla Metters	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.		Complete 05/26/2023	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:						
	9/25/23	Select staff members are attending MTSS PD to focus on SEB.			Carla Metters	06/30/2024
Notes:						

10/4/23			Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based interventions (adjustments to personnel, targeted vocabulary instruction, and support from our reading specialist with our EC students), to increase overall performance of our SWD subgroup.		Bruce Carroll	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	Target Date
Initial Assessment:			Teachers know the steps to take when students are in crisis and refer to the appropriate staff members. However, we are still growing in the area of all teachers intentionally building positive relationships with their students to proactively respond to student issues and concerns	Limited Development 09/07/2021		
How it will look when fully met:			ALL teachers are vigilant in monitoring students' emotional well-being. They consistently guide students in effectively managing their emotions and, when needed, arrange for appropriate supports and interventions. This approach ensures that students' emotional needs are actively addressed, fostering a supportive and emotionally healthy learning environment.		Carla Osborne	06/30/2025
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.		Melyssa Case	06/30/2024
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.		Carla Metters	06/30/2024
Notes:						
9/7/21			Crisis plan procedures, suicide interventions, etc. will be shared with staff by Student Services in grade level meetings.		Carla Osborne	06/30/2024
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:			The school develops and executes consistent, intentional, and ongoing plans to facilitate student transitions from one grade to another and from one level to another. These well-structured transition plans ensure that students experience smooth and successful transitions throughout their academic journey, promoting continuity in their learning experiences.		Bruce Carroll	06/30/2025
Actions				0 of 3 (0%)		
	9/7/21	Create and implement a transition plan for students moving from 5th to 6th Grade.			Melyssa Case	06/30/2025
Notes:						
	9/7/21	Create and implement a transition plan for students moving from 8th to 9th Grade.			Lynne Jones	06/30/2025
Notes:						
	9/7/21	Create and implement a transition plan for students moving from 6th to 7th Grade and 7th to 8th Grade.			Marti Langholz	06/30/2025
Notes:						
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	B1.03	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:			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		
How it will look when fully met:			A Leadership Team, comprising the principal, teachers who lead the Instructional Teams, and other professional staff, convenes regularly, meeting at least twice a month. Their purpose is to consistently review the implementation of effective practices within the school. This ongoing collaboration ensures that the school remains committed to the continuous improvement of its educational strategies and processes.		Bruce Carroll	06/30/2025
Actions				1 of 2 (50%)		
9/7/21		School Improvement Team meets monthly.		Complete 09/01/2023	Melanie Cronin	06/30/2023
Notes:						
10/27/22		Monthly during SIT Meetings, the team spends a dedicated portion of the meeting reviewing CTTs processes and instructional data.			Bruce Carroll	06/30/2025
Notes:						

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>			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			
<i>How it will look when fully met:</i>			The school operates with a team structure among its teachers, each assigned specific duties and dedicated time for instructional planning. This organized approach allows teachers to collaborate effectively, optimize their instructional strategies, and ensure a coordinated effort to provide high-quality education for students.	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
<i>Notes:</i>						
	9/7/21	Duty schedule that covers all required duty locations.		Complete 08/29/2022	Melanie Cronin	06/30/2022
<i>Notes:</i>						
	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
<i>Notes:</i>						
Implementation:				10/27/2022		
<i>Evidence</i>			10/27/2022 Attached.			
<i>Experience</i>			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.			
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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:			The principal monitors the curriculum and classroom instruction on a regular basis. The principal consistently offers timely, clear, and constructive feedback to teachers. This practice supports continuous improvement in teaching and ensures that students receive the best possible education.		Bruce Carroll	06/30/2025
Actions				1 of 3 (33%)		
	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	06/30/2025
Notes:						
	9/7/21		Administration provides weekly feedback to all teachers from walkthroughs.		Melanie Cronin	06/30/2025
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:			See Attached Document	Full Implementation 09/25/2023		

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>			Within the 2023-2024 school year, our school identified the following resource inequity: 6th Grade Reading Instruction, Vocabulary comprehension, and reading comprehension for EC Students; as a result, our school plans to mitigate this inequity through: adjustments to personnel, targeted vocabulary instruction, and support from our reading specialist with our EC students.	Limited Development 09/25/2023		
<i>How it will look when fully met:</i>			Resources are allocated to ensure the needs of all students are addressed and met. The resources include fiscal, human and time. Any resource inequities are identified and addressed in a timely fashion to ensure student needs are met and aligned with instructional priorities.		Megan Bartsch	06/30/2025
Actions				1 of 5 (20%)		
	9/25/23	Change in personnel in 6th Grade Reading for differentiated instructional strategies.		Complete 08/01/2023	Bruce Carroll	08/30/2023
<i>Notes:</i>						
	9/25/23	Targeted vocabulary instruction utilizing proven, research based instructional strategy.			Jessica Hanes	06/30/2025
<i>Notes:</i>						
	9/25/23	Reading Specialist will push into Reading Inclusion classrooms to provide additional reading comprehension support.			Megan Bartsch	06/30/2025
<i>Notes:</i>						
	9/25/23	Reading specialist will provide reading support to EC students as a part of small group instruction.			Megan Bartsch	06/30/2025
<i>Notes:</i>						
	10/4/23	Within the 2023-2024 school year, our school identified the following resource inequity: 6th Grade Reading Instruction, Vocabulary comprehension, and reading comprehension for EC Students; as a result, our school plans to mitigate this inequity through: adjustments to personnel, targeted vocabulary instruction, and support from our reading specialist with our EC students.			Bruce Carroll	06/30/2025
<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>			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		
<i>How it will look when fully met:</i>			The school engages in regular communication with parents/guardians. This communication includes clear expectations for their involvement and emphasizes the significance of the home curriculum, outlining specific actions parents can take to support their children's learning at home. This active partnership between the school and parents enhances the overall educational experience for students.		Melanie Cronin	06/30/2025
Actions				0 of 3 (0%)		
	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.			Megan Bartsch	06/30/2024
<i>Notes:</i>						
	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	06/30/2025
<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	06/30/2025
<i>Notes:</i>						