Comprehensive Progress Report

Mission:

> We Learn, Mature, Succeed.

Vision:

> To provide all students the opportunity for quality education in order to become successful citizens.

Goals:

> A tiered instructional system will be fully implemented based on the state guidelines of MTSS by 2024. County led "train the trainer" professional development along with school based training and implementation will provide teachers the necessary skills to align their instruction to support student needs. These practices will be measured by student academic and behavioral performance. This may also be measured through school scheduled MTSS data meetings, student support meetings, along with year long MTSS training. (Goal 3 reflects Indicator A4.01)

> All teachers will implement the CATS system of behavior management and will encourage all students to be able to state the behavior expectations of the CATS system. At the end of each 9 week grading period data from classroom behaviors will be reviewed. (Goal 4 Indicator A1.07)

Activity in the last 12 months

! = 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:			William Lenoir Middle School has implemented the CATS matrix which maintains school-wide expectations for the classroom, hallway, restroom, cafeteria and bus. These expectations are incorporated in the school's behavior matrix. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year. We are using Educators Handbook as our behavior management system.	Limited Development 10/14/2022		
How it will look when fully met:			When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in the classrooms. Office referrals for behavior will decrease.		Celine Ellison	06/02/2023
Actions				0 of 1 (0%)		
		10/14/22	The MTSS team will create a behavior matrix for implementing the CATS behavior plan. The plan will include a system for consequences and rewards.		Ryan Cooper	06/02/2023
		Notes:	Teaching slides for each teacher to use will be emailed at the beginning of the school year. This will allow for consistent expectations throughout the school.			

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:	PLC meetings are held monthly to review and analyze units of instruction and academic progress.	Limited Development 01/31/2023		
How it will look when fully met:	Grade level and content area teachers will provide minutes from monthly meetings to show planning efforts and implementation of standards based instruction. Planbook will be monitored by administration and lesson plans will be consistently updated.		Rebecca Lawing	06/05/2024
Actions				
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Data analysis and instructional planning**			
A3.08	**Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Online programs used to generate data for the 2022-2023 school year include STAR, School Net, Study Island, Math 180 and Lexia. This data is collected frequently and reviewed in PLCs.	Limited Development 10/24/2022		
How it will look when fully met:	During each 9 weeks, data PLCs will occur to discuss and review student progress based on data collected using the online programs established at the school. Based on this information students will be monitored to address successes or future needs.		Ryan Cooper	06/02/2023
Actions		**0 of 1 (0%)**		
12/7/22	PLC meeting minutes		Ryan Cooper	06/30/2023
Notes:				

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:			Evidence-based instruction is aligned with individual needs of students through our Core classes as well as DEN. Math 180 and Lexia are the programs used to provide tiered assignments to target student needs. Reading and Math teachers also progress monitor students using STAR assessments as well as SchoolNet and CheckIn data.	Limited Development 10/24/2022		
How it will look when fully met:			By the end of the school year students will show improvement in Math and Reading based on data collected from Math 180, Lexia, STAR, SchoolNet and Check-Ins. At any given time, at least 80% of students will be on task and engaged. Teachers will consistently monitor and gauge student participation and active learning.		Ryan Cooper	06/02/2023
Actions				0 of 2 (0%)		
		10/24/22	Data PLCs will take place at least 2 times during each 9 week grading period.		Ryan Cooper	06/03/2023
		Notes:				
		1/31/23	Teachers will use information gained to modify and adjust instruction.		Grade Level Chairs	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 facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker.	Limited Development 10/14/2022		
How it will look when fully met:		When fully implemented, teachers will effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.		Ryan Cooper	06/02/2023
Actions			0 of 3 (0%)		
	10/14/22	Student Support Services will create a referral plan for teachers to submit names of students who have SEL needs.		Michele Powell	06/02/2023
	Notes:	A follow up to the referral will be communicated to teachers.			
	1/31/23	Teachers will utilize the information from the Panorama SEL data source to tailor instruction and build relationships with students.		Michele Powell	06/24/2024
	Notes:				
	1/31/23	Student Services will provide SEL training throughout the school year to help address needs at our school.		Michele Powell	06/24/2024
	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:	8th grade students tour CECHS, CASA, HHS and WCHS depending on the school they will attend for high school. Meetings are held with teachers and counselors to determine class schedules based on student performance, attendance and future ready goals. 6th grade teachers offer a Wildcat Welcome in the summer prior to students transitioning to WLMS from the elementary schools. Parents are also invited to tour the school in the evening of the WW. Meetings are held with school counselors, teachers and administrators for students who have special circumstances in order to maintain a smooth transition from one school to the next. Open Houses are held prior to the beginning of school for students and parents to meet teachers and learn about school expectations. Within the school, grade level teachers meet with other grade level teachers to maintain a smooth transition between 6, 7 and 8 grades.	Full Implementation 12/07/2022		

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:		The School Improvement Team is voted on each year and representatives meet bi-monthly to discuss and communicate needs of the school to grade levels. The MTSS team consists of teacher leaders from each grade level and department.	Full Implementation 10/12/2021		

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:		Teachers are grouped into block/teams based on subject area certifications. Each grade level is provided 90 minutes of planning each day. This can be used for grade level meetings, PLCs, or content area meetings.	Full Implementation 01/31/2023		

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:	Each year data is analyzed to determine the needs of the school as they relate to professional development and school improvement needs. The data sources used include but are not limited to EOG scores, EVAAS reports, FAM-S, the Comprehensive Needs Assessment, and classroom observations.	Full Implementation 10/12/2021		

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:	All teachers have planbook, a school webpage and Talking Points in which they are to communicate regularly with parents. Parents are encouraged to sign up for Power School in order to easily check grades. Open House, PTA and PAC nights are held throughout the year to offer opportunities for parents to come in to the school and meet with administration and teachers.	Limited Development 10/24/2022		
How it will look when fully met:	Planbook should be updated weekly to keep parents updated on lessons being taught. Webpages are updated frequently and talking points are sent out weekly by teachers. There are PAC meetings held at least once each 9 weeks and PTA meetings are also held throughout the year. Sign in sheets will be kept for attendance purposes.		Ryan Cooper	06/02/2023

Actions		**0 of 4 (0%)**		
10/24/22	PAC meetings		Ryan Cooper	06/02/2023
Notes:				
10/24/22	Update school webpage and Facebook page		Monica O'Quinn	06/03/2023
Notes:				

1/31/23	The school will share data from universal screeners with students and parents.		Grade Level Chairs	06/30/2024
Notes:				
1/31/23	Parents and students will have access to our online Handbook.		Monica O'Quinn	06/30/2024
Notes:	The handbook is updated yearly.			