Comprehensive Progress Report

Mission: West Middle School will produce high-school ready students by preparing them to succeed in a diverse environment, providing rigorous educational experiences, and building positive relationships with all members of our community.

Vision: West Middle School will develop high school-ready, competitive students who are leaders in their community, who value diversity and inclusion.

Goals:

West Middle School will increase overall English Language Arts (ELA) Grade Level Proficiency (GLP) performance from 43.7% to 48.7% by the end of the 2025–2026 school year, as measured by End of Grade (EOG) tests.

West Middle School will increase overall Math Grade Level Proficiency (GLP) performance from 44.6% to 49.6% by the end of the 2025-2026 school year, as measured by End of Grade tests.

West Middle School will increase eighth grade Science performance from 61.6% to 65% by the end of the 2025–2028 school year, as measured by End of Grade Tests.

WMS will increase our certified staff retention rate from 73% to 85% by the end of the 2025-2026 school year.

! = Past Due Objectives KEY = Key Indicator

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

Initial Assessment:	West Middle School is actively working to ensure that financial, time, and staffing resources are aligned to our instructional priorities. Budget allocations are intentionally directed toward the purchase of high-quality instructional materials, digital tools, and supplemental resources that support literacy and mathematics, which are identified as priority areas in our School Improvement Plan. Time is structured through the master schedule to maximize student learning. Daily instructional blocks provide extended time for English Language Arts and mathematics, while an intervention/enrichment period ensures that students receive targeted support or extension opportunities based on their individual needs. Additionally, time is built into the schedule for teacher collaboration, including Professional Learning Communities (PLCs), so staff can analyze student data, plan instruction, and monitor progress. Human resources are strategically assigned to maximize student impact. Teachers with specialized training in reading and math instruction are placed in key grade levels, while interventionists and support staff focus on students identified through data as needing additional academic assistance. Professional development resources are aligned with these priorities, ensuring that staff training directly supports classroom practice and student achievement.	Limited Development 08/25/2025		

How it will look when fully met:	Resources Aligned to Priorities: The budget, staffing, and professional development clearly reflect the school's instructional priorities. For example, funds are spent on high-quality curriculum, intervention tools, and technology that directly support literacy and math goals. Instructional Time is Maximized: The master schedule protects extended blocks for core instruction, includes structured intervention/enrichment time, and provides consistent PLCs where teachers analyze data and plan collaboratively. Strategic Staffing: Teachers and support staff are intentionally placed where they make the greatest impact on student achievement. Interventionists and specialists target identified student needs, and teacher expertise is leveraged across grade levels. Professional Development is Targeted: All PD opportunities are connected to school priorities, with coaching and follow-up that show up in classroom instruction. Ongoing Monitoring: Leadership regularly reviews data on student outcomes, staff feedback, and resource use, adjusting as needed to stay aligned with priorities. Stakeholder Understanding: Staff, families, and the community can articulate how resources are being used to support student learning, and there is transparency about the connection between resource allocation and achievement results. Student Outcomes Improve: Over time, students show measurable growth in literacy and math, achievement gaps begin to close, and instructional priorities drive both day-to-day practice and long-term planning.		**Kelly Kennedy**	**06/10/2028**

Actions		**0 of 4 (0%)**		
8/25/25	3. **Implement** Establish a schoolwide Resource Alignment Cycle by creating a quarterly review process where leadership, grade-level teams, and specialists (1) analyze student performance data in literacy and math, (2) evaluate the effectiveness of current resource use (curriculum, intervention tools, technology, staffing), and (3) adjust the master schedule, professional development focus, and staff assignments accordingly. Ensure transparency by sharing outcomes of each review with staff and families through PLCs, newsletters, and community meetings, so all stakeholders see the connection between resources and student learning.		Kelly Kennedy	01/22/2026
Notes:				
8/25/25	1. **Develop** Prioritize & Align Resources: Use student data and the School Improvement Plan to identify instructional priorities, then align budget, staffing (including tutors), and professional development directly to those needs.		Kelly Kennedy	06/10/2026
Notes:				
8/25/25	2. **Train** Optimize Time & Staffing: Design the master schedule to protect core instruction, embed intervention/enrichment (FLEX), and provide PLC time; strategically place teachers and support staff where they will have the greatest impact.		Ella Kern	06/10/2026
Notes:				
8/25/25	4. **Monitor**, Adjust, & Communicate: Regularly review resource use and student outcomes, make mid-course adjustments as needed, and keep staff and families informed about how resources support student learning.		Kelly Kennedy	06/10/2026
Notes:				

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**
Initial Assessment:			WMS during PLC looks at student datat performance and use it to make decisions about instruction. Admin. conducts regualr instructional walkthroughs and provide feedback to teachers for review.	Limited Development 07/30/2025		
How it will look when fully met:			When this objective is fully met, data review and classroom observation analysis will be embedded into a continuous improvement cycle. Teachers and leaders will consistently use data to drive instructional adjustments, identify professional development priorities, and monitor student progress with measurable impact on achievement.		**Ella Kern**	**05/22/2028**
Actions				**1 of 4 (25%)**		
		10/16/25	Implement – Incorporate regular data reviews into PLCs, leadership meetings, and instructional planning to ensure data drives decisions.	Complete 11/13/2025	Adriane Clarett-Isley	12/12/2025
		Notes:				
		10/16/25	Monitor – Track the effectiveness of data-driven strategies through student outcomes, ongoing walkthroughs, and staff feedback to make adjustments as needed.		Christy McIntyre (2023)	02/14/2026
		Notes:				
		10/9/25	Develop – Establish a standardized schoolwide data review process and create clear protocols for collecting and analyzing classroom observation data that includes Trends and Patterns (triangulate the data).		Holly Henn (2023)	05/22/2026
		Notes:				
		10/9/25	Train – Provide professional development for staff on how to interpret data and use it to inform instruction and identify professional learning needs.		Sabel Robledo (2023)	05/22/2026
		Notes:				

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:			A MTSS team has been established with the purpose of implementing a tiered instructional system for students who are struggling with academics, social skills or behavior. In order to support our MTSS implementation with effective intervention strategies, staff have been trained on the effects of adverse childhood experiences and how these experiences translate academically and behaviorally in school.	Limited Development 10/18/2023		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			When the objective is fully met, West Middle School will have a well-established, sustainable, and equitable Multi-Tiered System of Supports (MTSS) that provides comprehensive academic, behavioral, and social-emotional interventions for all students. This system will ensure that every student receives the support they need, at the right level, to meet their individual goals and maximize their potential. The MTSS framework will foster a school culture of inclusivity, growth, and success, with interventions tailored to each student's unique needs. Through collaborative efforts, including progress monitoring, data-driven decision-making, and family involvement, the school will promote student success across all areas of development. Teachers, staff, and support personnel will work together to provide tiered levels of support, ensuring that all students, regardless of background or academic standing, have the opportunity to succeed.		**Ella Kern**	**05/22/2028**
Actions				**0 of 4 (0%)**		
		10/18/23	Train – Provide ongoing professional development on evidence-based instructional strategies, progress monitoring, and intervention implementation.		Ella Kern	12/10/2025
		Notes:				

9/30/24	Develop – Strengthen MTSS structures by defining clear expectations for Tier 1, 2, and 3 instruction and creating intervention schedules aligned to student needs.		Suzannah Laucher	01/30/2026
Notes:				
10/18/23	Implement – Deliver tiered instruction during core classes and intervention blocks, ensuring fidelity to MTSS processes.		Kelly Kennedy	04/01/2026
Notes:				
2/21/25	Monitor – Regularly review assessment data, intervention logs, and progress monitoring tools to evaluate effectiveness and make instructional adjustments..		Kelly Kennedy	04/20/2026
Notes:				
Implementation:		09/30/2024		
Evidence	9/30/2024			
Experience	9/30/2024			
Sustainability	9/30/2024			

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	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:	Current Implementation – Indicator A2.04 At our school, instructional teams meet weekly in Professional Learning Communities (PLCs) to collaboratively review standards and analyze student data. These sessions focus on aligning instruction with grade-level expectations and identifying trends in student performance to guide instructional decisions. While a shared unit planning template is not currently in place, there is a schoolwide commitment to improving alignment and consistency in instructional planning. To support this effort, teachers participate in monthly after-school meetings to coordinate unit pacing, review assessment data, and discuss instructional strategies across grade levels. Pre- and post-assessments are incorporated into unit planning and are formally reviewed on a monthly basis during the PLC cycle. These assessments are used to evaluate student growth and ensure instruction remains aligned with intended learning outcomes. The school recognizes the need to strengthen structures that support common planning tools and ensure instructional coherence across teams, and is working toward more systematic practices in these areas.	Limited Development 07/30/2025		

How it will look when fully met:	Full Implementation – Indicator A2.04 At full implementation, instructional teams meet regularly and systematically—both weekly in PLCs and during designated planning times—to collaboratively develop, revise, and refine standards-based units of instruction. All teams utilize a shared, schoolwide unit planning template that includes essential components such as learning targets, aligned assessments, instructional strategies, and differentiation plans. This template ensures consistency and coherence across grade levels and content areas. Teachers use backward design to align instruction with North Carolina Standard Course of Study objectives and integrate formative and summative assessments that are intentionally designed to measure student mastery. Pre- and post-assessments are standard practice within all units and are tightly aligned to instructional goals. Data from these assessments, as well as ongoing formative checks, are analyzed regularly to inform instruction, guide reteaching, and differentiate support based on student needs. Instructional planning is collaborative, data-driven, and student-focused, with clear systems in place for vertical and horizontal alignment. School leadership supports these efforts through ongoing monitoring, targeted professional development, and feedback loops that ensure high-quality planning and implementation. As a result, instructional teams are empowered to make informed decisions that drive student achievement and close learning gaps.		**Ella Kern**	**05/22/2028**
Actions		**2 of 4 (50%)**		
7/30/25	1. **Develop** a shared unit planning template.	Complete 08/19/2025	Ella Kern	11/25/2025
Notes:				
7/30/25	2. **Train** staff on using the planning template.	Complete 08/26/2025	Nora Beasley	06/10/2026
Notes:				

7/30/25	3. **Implement** monthly data-driven unit planning meetings.		Tanwanna Bennett	06/10/2026
Notes:				
7/30/25	4. **Monitor** alignment of units to standards and assessments.		Shelby Williams	06/10/2026
Notes:				

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	West Middle School teachers currently report student progress through standards-based grading in PowerSchool and regular progress reports. Communication with parents includes report cards, conferences, and digital platforms that highlight student mastery of grade-level objectives.	Limited Development 10/16/2025		
How it will look when fully met:	When this objective is fully met, all teachers will consistently and systematically report student progress on specific standards, ensuring families clearly understand their child's mastery and growth. Parents/guardians will receive timely, detailed feedback that guides home support and strengthens school-to-home partnerships.		**Shelby Williams (elected 8/2025)**	**05/22/2028**
Actions		**0 of 4 (0%)**		
10/16/25	Implement – Ensure all teachers use agreed-upon systems and tools (e.g., PowerSchool, progress reports, conferences) to consistently share standards mastery with families.		Gail Vaughan	02/22/2026
Notes:				
10/16/25	Develop – Create schoolwide expectations and templates for reporting standards-based mastery to parents/guardians.		Tanwanna Bennett	04/01/2026
Notes:				
10/16/25	Monitor – Review communication logs, progress reports, and parent feedback to ensure timely, accurate, and consistent reporting across all grade levels.		Adriane Clarett-Isley	12/14/2026
Notes:				
10/16/25	Train – Provide teachers with professional development on effective standards-based communication methods and available reporting tools.		Holly Henn (2023)	12/25/2026

Notes:				