

Comprehensive Progress Report

Mission: Pine Forest Middle School, in partnership with our community, will empower all students to think critically, communicate and analyze effectively, and compete globally using 21st-century skills.

The vision for Pine Forest Middle School is to ensure that the environment is safe and students' achievement increases each year.

Vision:

Goals:

By 2025, Pine Forest Middle School will earn a School Performance Grade of B or higher by increasing our school's overall proficiency by 10.3 points with exceeded growth.

By 2023, 6th Grade Math Proficiency will increase to 51%, 7th Grade Math Proficiency will increase to 52%, 8th Grade Math Proficiency will increase to 34%, Math I Proficiency will increase to 100%,

By 2023, 6th Grade ELA Proficiency will increase to 57%, 7th Grade ELA Proficiency will Increase to 64%, 8th Grade ELA Proficiency will Increase to 60%

By 2023, 8th Grade Science Proficiency will increase to 85%.

By 2023, SWD will increase Proficiency in all subjects to 17%

By June 2023, the number of students at risk (concern/high risk) on the PFMS Student SEL Needs Assessment Survey all decrease. This shows that students are developing the Social, Emotional, and character competencies that promote learning and career and college readiness.



! = 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
<i>Initial Assessment:</i>		Faculty will follow the administration discipline steps in the teacher's handbook. Positive phone calls to students. PBIS Raiders reward points will be used to reward students that go above and beyond. The High Expectation Correlate will be responsible for setting dates for award assemblies at the end of each quarter, student of the month recognitions, and PBIS. Within PBIS, we will be training the staff on how to utilize the PBIS matrix. We have set up monthly behavior incentives. We are tracking student referrals for both positive reasons and student referrals for behavior concerns using data tracking and MTSS behavior interventions accordingly.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, we will see a decrease in the number of students written up for discipline, a decrease in the number of ISS days and incidents, OSS days and incidents, and disciplinary reassignments. Students will be more engaged. Students will be rewarded a minimum of once a month, with the goal being to create more intrinsic motivation over time. Awards ceremonies will be held at the end of each quarter, allowing parents to be more involved in school events. Data will be compiled and analyzed, including discipline data, positive phone call logs, parent volunteer information, PBIS data, and teacher and student data.		Dorothea Mixon	05/26/2023
<i>Actions</i>			1 of 6 (17%)		
	10/11/22	Teachers will review the student code of conduct with students to ensure compliance and adherence to school rules three times a year (beginning, after winter break, and after spring break). When onboarding a new student the counselor will review the code of conduct with students and their families.	Complete 08/31/2022	Dorothea Mixon	05/26/2022
<i>Notes:</i>					
	10/11/22	Classroom expectations and the PBIS matrix are prominently displayed in classrooms.		Dorothea Mixon	10/31/2022
<i>Notes:</i>					

10/11/22	PBIS correlate will develop a reward system to ensure that students are recognized for positive behavior.		Dorothea Mixon	10/31/2022
<i>Notes:</i>				
10/11/22	Teachers who already have excellent classroom management skills will act as mentors to those who need help.		Dorothea Mixon	05/26/2023
<i>Notes:</i>				
10/11/22	Correlate will review student behavior data monthly to ensure the effective implementation of classroom PBIS.		Dorothea Mixon	05/26/2023
<i>Notes:</i>				
10/21/22	To ensure Students with Disabilities understand and follow the rules and procedures established by the school, teachers and counselors will positively teach and reinforce consistent rules and procedures in one-on-one or within a small group setting. This includes using restorative practices to help guide students' decisions.		Heather Barbour	06/09/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	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>			We will review the lesson plans for EC teachers to ensure that they develop standard-aligned units for instructions.	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, students with disabilities should meet their goal of 17% in all subjects on the EOGs.		Cornelius Felder	05/25/2025
Actions				0 of 3 (0%)		
10/21/22			Assess core and resource teachers' lesson plans to ensure the development of standards-aligned individual education programs with focused instruction to meet the instructional goals for all students identified with exceptional needs.		Cornelius Felder	05/25/2025
<i>Notes:</i>						
10/21/22			Review and provide feedback on weekly lesson plans to ensure they address diverse learner needs with appropriate questions, activities, and assessments.		Cornelius Felder	05/25/2025

Notes:

10/21/22 Review student work to determine mastery of the objective and lesson impact. Teachers will refine the lesson as needed based on the data review.

Cornelius Felder

05/25/2025

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
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Initial Assessment: Regular and EC students will tier students using student data from common assessments, Benchmarks, and classroom assignments.

Limited Development
10/21/2022

How it will look when fully met: When this objective is fully met, students with disabilities should meet their goal of 17% in all subjects on the EOGs.

Cornelius Felder
05/25/2025

Actions 0 of 2 (0%)

10/21/22 Based on student data from common assessments, Benchmarks, and classroom assignments, teachers will tier students with disabilities and offer the appropriate level of academic support to include small-group instruction.

Cornelius Felder

05/25/2025

Notes:

10/21/22 The leadership team in collaboration with the district will provide training on the various interventions for students identified as tier 2 or tier 3 students.

Cornelius Felder

05/25/2025

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:			Pine Middle school plans to ensure that all teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. Our Student Service Department has developed new initiatives through the Restorative Justice Center and small group/one-on-one lessons.	Limited Development 08/22/2021		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Staff will have received professional development on building relationships, identifying students in need of social-emotional assistance, and the importance of being compassionate, innovative, creative and believing in our students.		Heather Barbour	06/09/2023
Actions				1 of 7 (14%)		
10/14/22	The Student Service Team will conduct a Professional Development on building relationships to identify students in social, and emotional assistance.		Gina Kemp	11/14/2022	<i>Notes:</i>	
10/14/22	The SPARC program will be used to address at-risk students selected by teachers and counselors.		Borkowski	12/15/2022	<i>Notes:</i>	
10/14/22	Teachers will have professional development by Principal Kafele: Critical Questions for Inspiring Classroom Excellence.		Gina Kemp	02/20/2023	<i>Notes:</i>	
10/11/22	The MTSS team will meet weekly with grade-level teams to review and discuss students who require intensive support.		Heather Barbour	05/26/2023	<i>Notes:</i>	
8/22/21	The school counseling department will conduct weekly classroom guidance lessons to address students' social emotional needs. A curriculum map created for the year covers concepts social interactions, decision making, emotions/feelings, and conflict resolution.		Ms. Kemp	06/09/2023	<i>Notes:</i> Evidence - Curriculum map document	

8/22/21	Teachers will use a google form to identify students who need additional support with managing their emotions through small group sessions. The counselor will create a small group session schedule and pull students at least once per week.	Complete 08/02/2022	Ms. Borkowski	06/09/2023	
<i>Notes:</i> Form will be discussed during Instructional Leadership Team meetings.					
8/4/22	Counselors will visit daily students in Restorative Justice to help students correct behavioral infractions and also conduct mini classroom guidance lessons with the students for their social emotional wellness.		Heather Barbour	09/09/2023	
<i>Notes:</i> Evidence includes counselor weekly schedule, classroom guidance curriculum mapping and lesson plan, small group google form, counselor follow-up notes from small group sessions.					
Implementation:		08/02/2022			
Evidence	8/2/2022				
Experience	8/2/2022				
Sustainability	8/2/2022				
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:		Limited Development 10/21/2022			
How it will look when fully met:		This objective will be fully met once the transition programs are completed for regular and students with disabilities.	Cornelius Felder	05/25/2025	
Actions		0 of 1 (0%)			
10/21/22	The counselors will provide an effective transition program for regular and students with disabilities to include activities such as Raising Raiders Day and Trojan Orientation.		Cornelius Felder	05/25/2025	
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		LaShanda Carver-Moore	05/30/2023
Actions			0 of 3 (0%)		
10/21/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success			LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP			LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.			LaShanda Carver-Moore	05/30/2023

Notes:

	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:			When this objective is met fully the Instructional Leadership Team at Pine Forest Middle School will be creating data sheets and observation guides on the effective instructional strategies we want to see in each classroom. (iRound, 10 Non-negotiables, ELEOT Tool, EVAAS Unit Sheet)	Limited Development 08/22/2021		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			When this objective is met fully the Instructional Leadership Team at Pine Forest Middle School will be creating data sheets and observation guides on the effective instructional strategies we want to see in each classroom. (iRound, 10 Non-negotiables, ELEOT Tool, EVAAS Unit Sheet)		Kamina Fitzgerald	05/25/2025
Actions				0 of 1 (0%)		
	8/22/21	The leadership team will conduct Irounds, Observations (admin and peer), and Walk-throughs for regular and EC teachers. We will provide feedback on best practices during these meetings.			Kamina Fitzgerald	05/25/2025
<i>Notes:</i> Instructional Leadership Team will discuss findings/trends						
Implementation:				08/02/2022		
	<i>Evidence</i>	8/2/2022				
	<i>Experience</i>	8/2/2022				
	<i>Sustainability</i>	8/2/2022				

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>		PFMS has established a team structure among teachers with specific duties and time for instructional planning.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p>Each grade level has been divided into teams:</p> <p>6th - Patriots, Waverunners</p> <p>7th - Mariners, Navigators</p> <p>8th - Pathfinders, Trailblazers</p> <p>EC - Voyagers</p> <p>Electives - Consider a team name?</p> <p>Instructional Planning time is embedded in the schedule with each team during their PLC days.</p> <p>On Tuesdays teachers should look at their formative and summative assessment data in order to use it to drive instruction. Thursdays are specifically for Instructional Planning, and it is the goal of teachers to use their data to inform their lesson planning, and future assessments. On Fridays it is the expectation that Parent Contact and Conferences are conducted in order to include them on the instructional supports that will be provided to their student.</p>		Cornelius Felder	06/09/2023
Actions			0 of 3 (0%)		
	8/2/22	Monitor Agendas from Tuesday and Thursday PLC meetings. Team Leaders can help monitor and report to Mrs. Collington.		Onika Collington	09/09/2023
<i>Notes:</i>					
	8/2/22	Monitor Parent Contact and Conference Logs. Team leaders can help monitor and report to Dr. Fitzgerald		Kamina Fitzgerald	09/09/2023
<i>Notes:</i>					

8/2/22	Create a monthly Instructional needs survey to determine mini-pd sessions on Fridays during planning periods. Provide data to the Instructional coach and administration team.		William Crockett	09/09/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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<i>Initial Assessment:</i>	<p>A collaborative lesson planning template was provided for all teachers. Each week teachers are to collaboratively complete the template. A successful template will provide the standard taught, essential questions, student I can statement, and CCS lesson planning with daily formative and non-formative assessments. Teachers should be able to measure knowledge gained by students daily based on assessments conducted during lessons. Such assessments will equate to passing Standards Mastery Assessments assigned to students upon completion of teacher standards that were taught.</p>		Limited Development 10/11/2022		
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<i>How it will look when fully met:</i>	<p>When this objective is fully met, all teacher lesson plans will be aligned with NC Essential Standards Curriculum. Additionally, content area teachers will attend regularly scheduled PLCs, professional development, walkthroughs, and collaborative planning sessions. The leadership team will provide feedback and a coaching cycle for all teachers.</p>			Cornelius Felder	05/26/2023
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Actions			0 of 6 (0%)		
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10/11/22	The Instructional team will provide feedback on lesson plans to look for alignment with standards, high-yield strategies, student discourse and engagement, and formative assessment.			Kamina Fitzgerald	05/26/2023
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Notes:

10/11/22	Teachers will participate in a 90-minute PLC weekly. Data Analysis (on Tuesdays) and Instructional Planning (on Thursdays). Instructional planning will consist of unpacking the standard(s) to be taught and drafting lesson plans for the following week. Data Analysis will consist of data tracking students for tiered support.		Onika Collington	05/26/2023
<i>Notes:</i>				
10/11/22	The Instructional team will individualize coaching support using coaching cycles for teachers.		Cornelius Felder	05/26/2023
<i>Notes:</i>				
10/11/22	The Instructional team will monitor the teacher's use of high-yield strategies in the classroom and monitor the usage using the CCS data tracker.		Cornelius Felder	05/26/2023
<i>Notes:</i>				
10/11/22	Resource and Self-contained teachers will plan with regular education teachers to create model lessons to help enhance student achievement for Students with Disabilities.		Cornelius Felder	05/26/2023
<i>Notes:</i>				
10/11/22	The leadership team will attend at least one leadership professional development to help enhance their knowledge and skill.		Cornelius Felder	06/30/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		PFMS 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. On Tuesdays each team looks at assessment data, and on Thursdays they use the data to plan for instruction. We also have calibrating instruction observations embedded in the schedule so that the administration team can be on the same page.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, data will be used to determine the professional development needs of teachers. PD will be provided during PLC time and outside PD if needed. Data will also determine what students will need intensive support.		Onika Collington	06/09/2023
Actions			1 of 7 (14%)		
	10/14/22	The instructional team will send teachers a survey to gather information on the PD.	Complete 10/14/2022	Cornelius Felder	10/14/2022
<i>Notes:</i>					
	10/11/22	Identify the performance level of students, based on EVAAS, Benchmarks, MasteryConnect, Teacher created Common Assessment, SMAs, and SuccessMaker data to group together for Remediation and Small Groups.		Kamina Fitzgerald	10/31/2022
<i>Notes:</i>					
	10/11/22	Teachers will create and regularly update their classroom data wall to display class averages and students' performance on all standards-based assessments.		Cindy McLamb	10/31/2022
<i>Notes:</i>					
	10/11/22	Remediation and Enrichment will be used in and after school along with Saturday Academy to help focus on all students' needs and provide tiered instructional support.		Kamina Fitzgerald	10/31/2022
<i>Notes:</i>					

10/11/22	Teachers will use Successmaker for 20 minutes in homeroom weekly. Two days for Math and two days for ELA, and alternating days on Fridays.		Corinne Blake	06/09/2023
<i>Notes:</i>				
10/11/22	The instructional leadership team will create and regularly update the student performance data wall.		William Crockett	06/09/2023
<i>Notes:</i>				
10/11/22	Teachers will disaggregate their common and benchmark assessment data for instructional planning and present it to the leadership team with their improvement plan.		Onika Collington	06/09/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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>		The building principal will ensure adequate staffing to include regular and EC teachers in meeting the needs of all students.	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, we will be fully staffed with regular and EC teachers to meet the needs of regular and students with disabilities.		Cornelius Felder	05/25/2025
Actions			0 of 2 (0%)		
10/21/22		The building principal ensures adequate staffing to include resource teachers and teacher assistants to have sufficient personnel with the experience and expertise to meet the needs of students with disabilities.		Cornelius Felder	05/25/2025
<i>Notes:</i>					
10/21/22		To build capacity, the leadership team will use the NCEES evaluation system and frequent walkthroughs to develop a comprehensive and accurate picture of teachers' competence, and immediate feedback will be offered to teachers. The collected data is used to align professional development and coaching efforts as it relates to serving the individual needs of students with disability.		Cornelius Felder	05/25/2025
<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>		Our school currently communicates with parents using Parentlink, ClassDojo, and Facebook. Teachers will also utilize email to communicate the importance of curriculum with parents and how to support student learning. Currently, there is no PTA, and little to no parent involvement on the school improvement team and parent community parent involvement correlate.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will collaborate with parents to assist with student understanding of the curriculum. Teachers will regularly communicate the learning expectations of students with parents via email and Class Dojo. Parents will be actively involved in the school improvement team, the parent community, and parent Involvement correlate, and our PTO will be established in order to help in the decision-making process.		Sandie W. Faulk	05/26/2023
<i>Actions</i>			1 of 4 (25%)		
	10/11/22	SIT will develop and publish the parent and family engagement policy outlining all family engagement activities for the school year. The policy will be provided to all families during the first ten days of school.	Complete 08/31/2022	Sandie W. Faulk	08/31/2022
<i>Notes:</i>					
	10/11/22	Establish a core group of parents to create a PTO Board in preparation for increasing parental involvement.		Kamina Fitzgerald	05/26/2023
<i>Notes:</i>					
	10/11/22	The media specialist will update the school website weekly and Raiders in the know weekly agenda for all stakeholders.		Sandie W. Faulk	05/26/2023

Notes:

10/11/22 School-wide, each grade level team will utilize ClassDojo as a communication platform to push information to parents weekly.

Sandie W. Faulk

05/26/2023

Notes: