

Comprehensive Progress Report

Mission: Spring Lake Middle School Mission: Our purpose at SLMS is to provide a safe, orderly, and caring environment that makes high academic achievement a priority. The SLMS team will join with parents and our community to assist students in developing skills to become independent life-long learners who will succeed and contribute responsibly in a global community.

Vision: Spring Lake Middle School Vision: In every way, positively impacting the life of every student we serve.

Goals:

Each student at Spring Lake Middle School will meet or exceed growth expectations.

By May 2023, student proficiency will increase from 31.5% to 37% (+5.5) and the school performance grade will increase from F (39) to D(40).

Spring Lake Middle School will decrease discipline referrals by 25% for AY 2022-2023.



! = 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>		Spring Lake Middle School is a PBIS school. During the 2020-21 school year, our school-wide PBIS was revamped virtually and transitioned into full implementation in person during the 2021-22 school year. In the past teachers received PBIS training, but did not fully implement the program sitewide. Currently, at Spring Lake Middle School some teachers utilize effective classroom management strategies on a consistent basis and reinforce positive behaviors while connecting with their students on a personal level. This year, staff members are implementing "non-negotiables" campus-wide and employing the PBIS Rewards electronic platform to acknowledge/compliment the positive behaviors student exhibit on a daily basis. Clear procedures for the student disciplinary referral process have been established and they are expected to be documented in the ABE database consistently. Based on discipline data and staff survey results respect, responsibility, and safety were chosen as the top character traits to focus on growth as it relates to student behavior.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		When the objective is fully met, data will show that the implementation of school-wide effective classroom management has resulted in a decrease in student misbehavior/classroom disruptions by 50%, which positively impacts instruction. All staff members demonstrate buy-in, participation, and full implementation of the PBIS program on a consistent basis. Staff members utilize effective management strategies to help decrease disruptive incidents in classrooms. Student engagement increases as students become aware of behavioral triggers and accept responsibility for their individual behavior, thus choosing better outcomes for themselves. Parents are actively engaged in volunteering inside the school, increase attendance at parent conferences/events by 25%, and feel welcomed within our school environment.		Kristina Prince	05/26/2023
<i>Actions</i>			2 of 3 (67%)		
	10/12/22	All teachers will be trained on how to effectively utilize the ABE management system to document student behaviors.	Complete 08/29/2022	Sharley Ditmore	09/12/2022
	<i>Notes:</i> 8/29/22	Teachers received training on the ABE management system.			

10/12/22	Staff members will receive annual PBIS training.	Complete 08/15/2022	Elwanda McLaurin/PBIS Task Force	09/19/2022
<i>Notes:</i> 8/15/2022 Staff members received annual PBIS training, including school-wide PBIS matrix updates.				
10/12/22	All staff will use the SLMS PBIS Rewards Program components to reinforce the positive behavior expectations established this school year. (Budgeted funds will be used to purchase PBIS incentives)		Elwanda McLaurin/PBIS Task Force	05/26/2023
<i>Notes:</i> 10/10/22 Staff members were updated on the implementation of the PBIS Rewards QR Code cards. Staff members were provided with their cards and shared the date of student card delivery. Each staff member has been entered into the database and has been provided directions on how to upload the PBIS Rewards App. The expectation is that all staff members will pass out Bronco points to reward student positive behaviors.				

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>		Some teachers participate in Content on Demand sessions. Several data dig sessions took place last school year following quarterly benchmark assessments.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Teachers will develop skills that allow them to differentiate lessons for the benefit of students. Teachers will collaborate, develop differentiated lessons, and deliver strategic lessons based on current assessment data results. As needed, teachers will co-teach with one another, visit each other's classrooms, and provide feedback based on walkthrough data results across vertical/grade-level teams.		Takelia Bragg	05/26/2024
Actions			0 of 1 (0%)		
10/14/22		All teachers will collaboratively plan, during data digs sessions quarterly, with other teachers in their content area to create standards-aligned lesson plans that are strategically aligned to the needs of students based on their individual assessment results.		Academic Growth Task Force	05/26/2024

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
<i>Initial Assessment:</i>		While we had a tiered instructional system in place that allowed growth in ELA as measured by on EOG results, it was not implemented with fidelity by ALL staff based on data received from Mastery Connect. According to the TWC survey, we determined teachers need additional professional development in differentiated instruction. Based on our SuccessMaker and EOG data results, a high percentage of our students are still below grade level in reading.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Teachers will show growth in Standard IV as evidenced by their end-of-year observations and teacher portfolios. Students will show growth as evidenced by Mastery Connect, Student Data Portfolios, and EOG Scores.		Nikkia Hayden	05/26/2025
<i>Actions</i>			0 of 1 (0%)		
	10/14/22	Teachers will give a BOY (Beginning of the Year) assessments and meet to disaggregate data bi-weekly utilizing Hoonuit platform during weekly PLC meetings throughout the school year.		Sharley Ditmore	05/26/2025
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
<i>Initial Assessment:</i>			While our school implemented the Scholar Chip: ABE (Alternative Behavior Educator) in year past as a documentation tool, the instructional piece was not used with fidelity. We are also identified as a PBIS school; however, due to a lack of training among the staff, the program was implemented efficiently to change student behaviors.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>			All teachers are trained annually on how to use the Positive Behavior Intervention and Support system to reward students who are appropriately displaying emotions through their school-acceptable behaviors. All teachers will be trained on how to use the ABE behavioral platform to consistently document and track student behaviors. Students will be supported throughout the school year based on their individual needs by utilizing the MTSS process. Through the use of modules in ABE and the incentives offered as part PBIS, our students will have a better understanding of how to control their behaviors based on their emotions.		Travis Stroud	05/26/2024
Actions				0 of 1 (0%)		
	10/14/22		The MTSS team will use PBIS data results, ODR, and ABE data to drive decision-making regarding best practices and processes for student Social Emotional Learning (SEL).		Charlene McLaurin	05/26/2024
<i>Notes:</i>						

	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
<i>Initial Assessment:</i>	<p>Student portfolio talks are scheduled for students this school year. Each 6th-8th grade student has been provided a data folder to house ELA, Math, and 8th Science academic assessment data. There is a plan to have students track their own academic progress throughout the school year utilizing Mastery Connect, Quarterly Benchmark, and SuccessMaker data results. Student portfolios will continue to be created throughout the entire school year. One-on-one conferencing with students is scheduled to take place once a semester.</p>	Limited Development 10/14/2022				
<i>How it will look when fully met:</i>	<p>Core teachers will meet with their students to review student data results quarterly. Attendance, behavior, academics, EOG, Mastery Connect, SuccessMaker, and EVAAS data results will be reviewed with the students. If it is determined that a student has a need, a referral will be made to the appropriate committee/team. Students will be able to discuss their progress and future aspirations after leaving the middle school setting.</p>		Patrina Davis	05/26/2025		
Actions				0 of 1 (0%)		
	10/14/22	Each grade level team will meet with students and conduct individualized student portfolio review conversations.	Charles Williams	05/26/2025		
<i>Notes:</i>						

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
<i>Initial Assessment:</i>		Currently, our Leadership Team, consisting of the Principal, other administrators, Instructional Coaches, and teachers who lead the instructional teams meets once a month to review the implementation of effective High Yield Instructional Strategies practices.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		We will increase the meetings of our leadership team so that we can more closely monitor our implementation of High Yield Instructional Strategies.		Shannon Booth	05/26/2024
Actions			0 of 1 (0%)		
	10/14/22	The school leadership team will meet once a week for at least an hour to monitor our implementation of High Yield Instructional Strategies.		Travis Stroud	05/26/2024
<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
<i>Initial Assessment:</i>		Grade-levels currently meet weekly to discuss grade-level action items, student discipline data, and student academic performance.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Each grade level has an appointed department chair who will ensure that each department meets every third Monday for collaborative planning. Vertical team planning will assist with addressing vertically aligned instructional trends on our campus.		Santrell Morgan-Green	05/26/2024
Actions			0 of 1 (0%)		
	10/14/22	Departmental meetings take place once a month to disaggregate academic goals alignment data and plan to address any vertical gaps in student learning.		Department Chairpersons	05/26/2024
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		School administrators conduct weekly walk-throughs and provide feedback using CCS iRounds and school-based feedback forms. Some walk-throughs are conducted with Instructional Coaches.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Weekly walkthroughs will be conducted by the Leadership team. A Data Wall will be utilized for instructional decisions and student placement into small groups. Teachers will update data continually throughout the school year when new data results are available. Small group instruction will be implemented based upon data results. Teachers and Administrators will conference with students utilizing individualized student data notebooks, where students compile and track their own data results. Bubble kids will receive individualized instruction by classroom teachers and remediation teachers to increase their performance to at least mastery in ELA, Math, and 8th grade Science. Student achievement will increase by 10% as measured by EOG assessment results.		Sharley Ditmore	05/26/2023
<i>Actions</i>			0 of 5 (0%)		
10/13/22	The Principal will attend monthly professional learning networking sessions (PLN) with other building administrators in order to deepen understanding of the impact of High Yield Instructional strategies through learning walks.			Shannon Booth	05/26/2023
<i>Notes:</i> 10/13/22 PLN was conducted today and hosted by LCMS					
10/12/22	The Instructional Leadership Team will monitor lesson plans, conduct walkthroughs, and provide feedback to individual teachers with a focus on high-yield strategies.			Instructional Coaches/Admin	05/26/2023
<i>Notes:</i>					
10/12/22	Provide professional development on the effective implementation of high-yield strategies into daily instructional lessons.			Takelia Bragg	05/26/2023
<i>Notes:</i>					

10/13/22	Practice Clinics will be conducted on a bi-weekly basis in order to address teacher instructional needs.		Admin/Instructional Coaches/Top Tier Teachers	05/26/2023
<i>Notes:</i>				
10/13/22	Admin will participate in the Instructional Leadership Academy delivered by the Department of Public Instruction.		Shannon Booth	05/26/2024
<i>Notes:</i> 10/17/22 Principal Booth, IC Takelia Bragg, and ELA Teacher Santrell Morgan-Green will attend Session I in Wilmington, NC.				

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>		Teachers, Instructional Coaches, and Administrators meet weekly to disaggregate the most recent assessment data results. Teachers are expected to bring current student data, supplies, and resources needed to help support changes in their instructional presentation. Students who are within an identified range (Bubble Kids) of mastering of grade-level standards, have been identified. Vinyl folders/composition notebooks have been provided to each core teacher in preparation for student data notebook implementation in grades 6-8 Math, ELA, and Science classrooms. A wall displaying ongoing assessment data is being established inside our Data Room.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, the SLMS Instructional Leadership Team will look at performance data (Mastery Connect, EOG/EOC, Quarterly Benchmarks, attendance, behavior, etc.) and aggregated classroom observation data (observations, walk-throughs) bi-monthly to make decisions about school improvement and professional development needs by prioritizing needs that are having the biggest impact. The Data Wall displaying ongoing student assessment data will be housed in the Data Room and utilized to measure student growth throughout the school year. Teachers utilize the updated assessment data to plan effective lessons that meet the individual needs of each student. Task Force Teams utilize ongoing assessment data results to conduct needs assessments and planning documents to more effectively identify and address site-wide ongoing problems as well as to monitor School Improvement Plan goals. Student proficiency goals will increase and our SIP goals will be achieved more efficiently as evidenced by the SIP in NCStar, the Task Force meeting minutes, and an improvement in EOG/EOC assessment results.		Shannon Booth	05/26/2023
<i>Actions</i>			0 of 3 (0%)		
	10/14/22	Professional Learning Communities (PLCs) will meet weekly to discuss and analyze data. (Budgeted funds will be used to purchase data tracking materials.)		Academic Growth Task Force/Instructional coaches	05/26/2023

<i>Notes:</i>				
10/14/22	All teachers will participate in ongoing professional development based on needs assessment results. (Budgeted funds will be used to provide ongoing professional development for teachers)		Takelia Bragg	05/26/2023
<i>Notes:</i>				
10/14/22	Once grade-level teams meet and discuss student academic, behavior, attendance, and SEL data on a weekly basis, data will be shared with our student support services team in order to better coordinate an effort to improve academics and mental health for our students.		Charlene McLaurin	05/26/2023
<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>		Spring Lake Middle uses the PBIS Rewards electronic platform to reward teachers for positively impacting the school climate. An account has been created for each SLMS Staff member and they are able to give PBIS points to one another.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Bronco PBIS points will be rewarded to staff members based on attendance, implementation of HYIS/instructional practices, effective student engagement, staff engagement, and leadership utilizing the PBIS Rewards platform. Prizes will be distributed based on the number of points earned by each staff member.		Kristina Prince	05/26/2025
Actions			0 of 1 (0%)		
10/14/22		Utilize teacher PBIS points to reward exemplary performance.		PBIS Task Force	05/26/2025
<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>		Currently, our school communicates with parents on a monthly basis and otherwise when the need arises. Based on our Teacher Working Conditions survey, community support and parental involvement are areas in need of growth for our school.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Once this indicator is met, the employment of a new parent facilitator will be obtained. Our parents will have a consistent open line of communication with the school. The parent facilitator will make sure that the school is regularly communicating with parents as well as giving parents an opportunity to become more involved in their student's education.		Sabrina Wicker	05/26/2025
<i>Actions</i>			0 of 1 (0%)		
	10/14/22	Our parent facilitator will create and conduct Parent Universities to disseminate information to parents/community stakeholders.		Parent Facilitator	05/26/2024
<i>Notes:</i>					