

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, Every student will contribute to the increase in the School's Performance Grade, increasing our school's overall proficiency by 10.3 points with exceeded growth and a performance grade of B.

By 2025, Every student subgroup with an overall performance score below 70 will demonstrate a continuous improvement in growth towards mastery with at least a 7 point increase in each year.

Students will increase overall achievement and growth score to 70 by 2024.

Students will score at least 55% overall proficiency on Reading EOG in 2024.

Students will score at least 49.3 overall proficiency on Math EOG in 2024.

Students will score at least 83.0 % proficiency on Science EOG in 2024.



! = 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>		Teachers are asked to consistently revisit policies and systems to teach and implement academic and behavioral expectations. While most teachers enforce policy, there still is a discrepancy among the staff. To ensure all staff members are influential in implementing all procedures outlined in the Student Code of Conduct Handbook, the administrative team attempts to hold all staff accountable through our school theme, Inspiring Excellence and Building Character. In addition, the administrative team requires all staff members to follow the PFMS Discipline Flow Chart when addressing misbehaviors. Each action should be recorded and monitored through the discipline referral system, ABE. Currently, this is not consistent or sustained behavior of all staff members.	Limited Development 10/11/2022			
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will consistently utilize the Discipline Step Sheet in addressing and managing unwarranted behaviors. All teachers will positively teach students using the P.B.I.S. Matrix and reward students demonstrating R.I.D.E. throughout the school day using the PBIS Rewards System. Additionally, all staff members will monitor and examine systems, behavioral data, and instructional practices to make informed decisions regarding behavioral outcomes throughout the building. All staff will be vigilant and vocal in the hallways during the transition and use strategies to support sustainable change in classroom management. Administrators will be visible in classrooms to prevent behavior concerns and provide learning opportunities for all teachers in classroom management. Teachers will have minimal classroom disruptions, and a decrease in school-wide suspensions will occur. The analysis of behavioral infractions tracked through A.B.E. will determine implementation effectiveness and areas for growth.		Nyree Henderson	04/01/2024	
<i>Actions</i>			6 of 7 (86%)			
	11/21/23	The administrative team will create a Discipline Flow Chart for staff members to understand what levels of consequences fall within the ability of the classroom teacher and what infractions are handled by the administration	Complete 08/18/2023	Travis Mclaughlin	08/18/2023	

Notes: The teachers received professional development on the discipline flow. Teachers were able to understand the the levels of consequences from classroom action and an office referral.

11/21/23	Teachers will be trained by the administrative team on the expectations of the Discipline Flow Chart and taught how to refer students in the ABE system	Complete 08/18/2023	Franscesca Whitted	08/18/2023
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Notes: Teachers completed the training for ABE system.

7/8/23	The staff will implement the First 10 days (or more) of school expectation model for students to exhibit coherence of faculty when enforcing school rules and expectations.	Complete 09/01/2023	Dr. Shameka Joyner	09/01/2023
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Notes: Staff was trained on school expectations. Staff personalized the first 10 days of school presentation according to each team expectation for students.

9/22/23	All teachers will review the CCS Student Code of Conduct with all students. Each student will be given a copy.	Complete 09/01/2023	Franscesca Whitted	09/01/2023
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Notes: The CCS Student Code of Conduct will be reviewed with staff members on 08/14/2023. Teachers will review the Student Code of Conduct with students throughout the first week of school. All staff members will also review and enforce the Code of Conduct throughout the school year.

9/22/23	All teachers will utilize ABE to enter infractions and notes regarding student behavior.	Complete 09/08/2023	Jimmy Gause	09/08/2023
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Notes: Teachers document misbehaviors in ABE for assistant principals to review.

11/21/23	PBIS Correlate : Exceptional Environments will provide professional development to all staff members to increase teacher capacity in understanding and effectively implementing PBIS. Teachers will review the PBIS pyramid model (Tier 1, 2, & 3), its interrelatedness to MTSS, and evidence-based practices to increase SEB skills among our students	Complete 10/20/2023	Nyree Henderson	10/20/2023
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Notes: 10/9/23: Teachers received PD on the PBIS Rewards System.
 9/5/23: Teachers received PD on PBIS and its interrelatedness to MTSS.
 8/22/23: PBIS Correlate met and created a presentation on PBIS, which includes effective implementation strategies, which will be presented to all staff members on 9/5/23.
 8/21/23: All teachers were provided training on MTSS by the school psychologist.

11/21/23	The administrative team will hold quarterly reset meetings with grade-level students to review the expectations and rules of Pine Forest Middle School. In addition, the team will discuss PBIS and other positive incentives for following the school rules. To combat negative behavior, the administrative team will recognize students within the school-wide reset meetings that exhibit positive behavior throughout the quarter.		Dr. Shameka Joyner	04/01/2024
<p><i>Notes:</i> The administrative team met with the students the first 10 days of school to discuss PFMS expectations and the RIDE motto (Respect, Integrity, Determination, and Excellence). On 10/25/2023 Mr. Felder revisited the expectations for students when he returned to school. ABE Data will be continually reviewed and monitored throughout the school year so that repeated offenders are properly supported.</p>				
Implementation:		11/27/2023		
Evidence	09/01/2023			
Experience	09/01/2023			
Sustainability	09/01/2023			

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>		The academic focus for the 23-24 school year is Standard-Aligned Instruction. Instructional coaches facilitate PLCs on Tuesdays and Thursdays of each week where the Plan, Study, Do, Act protocol is implemented. Each Tuesday, teachers focus on the lesson plans aspects of the protocol, where teachers work collaboratively to unpack standards, units, and lessons they will teach the following week. Teachers focus on the Data Analysis Thursday, where teachers analyze data and plan interventions.	Limited Development 10/21/2022		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Using the Implementation Roadmap, Pine Forest Middle School will complete each outlined milestone to increase teacher capacity in standard-aligned instruction and the academic outcomes of each student. The instructional leadership team will collaborate with teachers to review best practices and consistently participate in data dives. Evidence from learning walks, iRounds, and formal observations will determine the next steps in moving toward the completion of each milestone. During the iRounds, the administration will observe aligned instruction and classroom environments that focus on data and rigorous high-quality tasks that promote student discourse through active engagement strategies. Leadership team meetings will discuss intensive teacher support and provide administrators with professional development aligned with the growth needs of the instructional practices of each teacher.		Shakira Craddock Fowler	05/25/2025
<i>Actions</i>			0 of 8 (0%)		
	10/21/22	Teachers will unpack the NCSCOS and analyze the learning target in relation to the standard for all units to ensure classroom instruction is standard-aligned and maximizes student learning outcomes.		Shakira Craddock Fowler	05/24/2024
		<i>Notes:</i> 8/24: Teachers collaborated in PLCs and conducted the P.S.D.A. protocol to unpack Units.			

9/22/23	Core content teachers will meet for 90 minutes every Tuesday with Instructional Coaches to develop standard-aligned instruction using county-approved resources from the CCS Instructional Canvas page.		Shakira Craddock Fowler	05/24/2024
<p><i>Notes:</i> 9/14/23: ELA teachers revised their lesson planning protocol to ensure consistency across the grade level in implementing the same student tasks in classrooms.</p> <p>9/4/23: Math Teachers adopted a new lesson plan format to increase teacher understanding of the Open Up Resources curriculum.</p> <p>8/28/23: Teachers attended PLCs to set norms and expectations for collaboration.</p>				
9/22/23	Teachers will attend county professional development webinars "Content on Demand," "Just in Time," and "Teacher to Teacher" to help assist core teachers in understanding the standards, providing support in data usage, finding aligned resources, and lesson planning.		Shakira Craddock Fowler	05/24/2024
<p><i>Notes:</i> 10/3/23: Teachers were encouraged to attend Content on Demand at Westover Middle. Instructional Coach, Allyson Faircloth presented the Grade 8 Math session at Westover.</p> <p>9/18/23: Teachers attended virtual Content on Demand with CCS Math and ELA specialists.</p> <p>8/17/23: Teachers attended System Wide PD.</p>				
11/21/23	Teachers will purposely incorporate HYIS into classroom instruction using grade-level tasks from the CCS Resources Canvas page to increase student engagement and mastery of the learning target.		Shakira Craddock Fowler	05/24/2024
<p><i>Notes:</i> 8/29: The Numbered Heads Collaborative Pairs Milestone Guide will also be a resource to support teachers in their understanding, utilization and effective use of this specific high yield strategy in order to assist teachers in the development of meaningful and intentional opportunities to include student discourse in their lessons.</p>				
11/21/23	Teachers will collaborate with instructional leaders in weekly PLCs to anticipate student misconceptions and determine instructional practices that will be utilized to redirect and guide students toward the learning goal and overall mastery of the standard.		Shakira Craddock Fowler	05/24/2024
<p><i>Notes:</i> 9/25/23: Math teachers participated in a lesson study in which teachers presented specific activities to determine anticipated misconceptions and strategies to redirect students.</p> <p>8/24/23: Teachers participated in lesson studies to review and analyze instructional routines to facilitate lessons within the unit.</p>				
11/21/23	The instructional Coach will complete coaching cycles with Tier I teachers. Evidence will be tracked through the Coaching Tracker.		Shakira Craddock Fowler	05/24/2024

	<p><i>Notes:</i> 10/13/23: The administrative team collaborated and analyzed information within the coaching tracker.</p> <p>10/9/23: The instructional coach worked with the C&I Team to observe teachers on coaching cycles.</p>			
11/21/23	Grade-level administrators will attend weekly PLCs to monitor lesson plans and data dives by assisting the instructional coach in the facilitation of each meeting to ensure that teachers are using vetting resources, are paced correctly, and are aligned to the standards and the school's instructional focus.		Shakira Craddock Fowler	05/24/2024
	<p><i>Notes:</i> 10/6/23: Grade-level administrators discussed lesson plans by grade level, specifically analyzing the student tasks</p>			
11/21/23	The administrative team will conduct iRounds to monitor alignment, student tasks, and high-yield instructional strategies by using the iRound Observation Tool. The leadership team will meet weekly and discuss granular feedback that was given to teachers based on our observations through the team's coaching cycles using the Get Better Faster Model.		Shakira Craddock Fowler	05/24/2024
	<p><i>Notes:</i> 10/23/23: Teachers are receiving feedback from each iRound completed by administrators.</p>			
Implementation:		09/05/2023		
Evidence	9/5/2023 Planbook Lesson Plans Iround Data			
Experience	9/5/2023 We review and provide feedback to teachers on their lesson plans and lessons to ensure that they develop standard-aligned units for instructions.			
Sustainability	9/5/2023 PFSM must continue to review and provide feedback to teachers on their lesson plans and lessons to ensure that they develop standard-aligned units for instructions.			

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>		Pine Forest Middle School implements tiered instruction aligned with MTSS. All staff members received training on MTSS and identifying students needing various levels of interventions. Students receive standards-aligned instruction and are assessed to determine mastery of standards through multiple assessments. Data from each assessment is disaggregated, and intervention plans are created to reteach standards not mastered. Acceleration is provided to students based on mastery.	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		This objective will be fully implemented once each teacher has a complete understanding of MTSS and consistently uses the process to seek additional support for individual student needs. There will be an increase in students referred to the MTSS team, and the percentage of students moving through the levels of the MTSS process will increase substantially. All teachers will create aligned and equitable plans, and students will receive differentiated support based on data from common assessments. Students who are not successful with mastering the standards will be placed in learning tiers to receive one-on-one or small-group instruction on the standards of difficulty. An additional assessment will be used in small groups to reassess the standard that was not mastered. Students who are still not at mastery will receive more intense interventions and be referred to the MTSS if multiple standards appear to be non-mastered by a student. The number of students needing intense interventions should be small. Teachers, once fully implemented, will know their students well enough to provide resources required daily with the end goal of mastery.		Davina Joshua	05/25/2025
<i>Actions</i>			0 of 2 (0%)		
	11/21/23	Teachers will review mastery tracker data to determine student mastery on pre and post-assessments to determine a reteach plan and to establish their small group instruction plans. Small group instruction is required at least three times a week in core subjects.		Instructional Team	05/24/2024
<i>Notes:</i>					

	10/9/23	The student services team will collaborate with grade-level teams bi-weekly each Friday to determine at-risk students for MTSS referrals. The principal will also provide the Unified Insights "Risk Analysis" to the team each Thursday to review and compare the information to ensure that all students receive the needed support.		Gina Kemp	05/23/2025	
	<i>Notes:</i> 10/13/23: The Student Service team collaborated with the administrative team on a documentation process for MTSS referrals. 8/23/23: MTSS Correlate, Successful Students, collaborated to determine systems for reviewing the academic progress of at-risk students.					
	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>		Pine Forest 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		
	<i>How it will look when fully met:</i>		Teachers will receive professional development from counselors on steps to follow when students appear to be in an emotional/social crisis. Students will use calming corners and can self-regulate and separate from others when needed. Students needing to speak with a counselor will complete a form with a section stating the urgency of the request. Counselors will visit classes to talk with students about managing difficult situations and support teachers with SEL components. The administrative team will provide data to the Student Support Services team to have an overview of students who are academically and behaviorally endangered. This data will open the lines of communication with counselors, students, and teachers about academic performance and bridge a gap between the social and educational needs of the students.		Heather Barbour	06/10/2024
Actions				1 of 4 (25%)		
	10/11/22	Establish a calming corner/calming room which houses items helpful to students needed to manage their emotions.		Complete 08/18/2023	Heather Barbour	08/18/2023

<i>Notes:</i> 08/10/2023:The Student Service tTam has created a calming corner for the students at PFMS.				
11/21/23	Grade-level counselors will provide SEL classes to all students through their Social Studies classes using the Major Clarity and the Second Step platform. The counselors will set the guidelines for requesting counselor visits and provide a form for immediate contact to grade-level counselors for support.		Heather Barbour	12/01/2023
<i>Notes:</i> 9/18: Grade-level counselors provided SEL to all students in Social Studies classes for September.				
10/14/22	The SPARC program will address the behavior of at-risk students selected by teachers and counselors using effective research practices in order to decrease ineffective behaviors and increase effective behaviors and life skills as evidenced in the PFMS discipline data.		Heather Barbour	12/15/2023
<i>Notes:</i>				
11/21/23	The administrators will provide a biweekly list to the student support services team of students deemed at risk from the Risk Analysis to allow one-on-one counseling sessions.		Onika Collington	02/28/2024
<i>Notes:</i>				
Implementation:		08/02/2022		
Evidence	8/2/2022			
Experience	8/2/2022			
Sustainability	8/2/2022			

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>		The school currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/04/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School Improvement Team, the school will implement strategies to ensure that all resources are equitable and aligned with main school improvement indicators.		LaShanda Carver-Moore	05/31/2024
Actions			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		LaShanda Carver-Moore	03/29/2024
<i>Notes:</i>					