

Comprehensive Progress Report

Mission: WOMS will provide equitable learning opportunities in a safe and nurturing environment where our community of scholars can thrive and succeed in a globally competitive society.

Vision: To have a commitment to excellence that ensures the success of every student we serve by developing well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

Goals:

Westover Middle School will increase school's overall proficiency by raising ELA and Math EOG proficiency by 15% within 2 years.

Westover Middle School will reduce the number of short-term school suspensions by 50% within 2 years.

Westover Middle School will have at least 60% of parent participation and involvement in all school-wide events within 2 years.

Westover Middle School will show growth in proficiency of students with disabilities by 15% within 2 years.



! = 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>		The classroom teachers at Westover Middle School have a high regard for classroom management and know the steps that must take place for effective relationships to occur. Throughout the years, the teachers have received numerous professional developments for handling difficult students. We are a PBIS school, that has been recognized three times for its implementation of the program. Although discipline decreased during hybrid learning, suspensions have increased following full in-person learning. With a fairly new staff, summer PD has helped with classroom management; however, there are some teachers who need intensive targeting.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		We will know that this objective is met when the school suspension rate has decreased by 50%. Teachers will make adequate contact with parents and all teachers are using PBIS with fidelity. Data used to determine full implementation includes discipline data		Stella Smith	06/30/2024
<i>Actions</i>			0 of 7 (0%)		
	9/7/23	Teachers will spend the first 10 days of school teaching and demonstrating school expectations using the WOMS PBIS matrix, student code of conduct, and scripted lessons to ensure students can demonstrate knowledge of expectations as evidenced in Irounds walk-through standard 3.1 and 10 day expectations survey.		Suprema Sanders	09/15/2023
<i>Notes:</i>					
	9/7/23	Teachers will model effective classroom management and reinforce expectations and procedures by following the WOMS teacher matrix to decrease student disciplinary incidents.		Stella Smith	06/30/2024
<i>Notes:</i>					
	9/7/23	Teachers will use the ABE system to reward students with PBIS points so that students can participate in monthly PBIS celebrations and rewards in order to decrease the amount of student discipline referrals.		Stella Smith	06/30/2024
<i>Notes:</i>					

10/16/23	Select teachers or leadership members will attend at least one professional development conference per year focusing on strategies to help manage classrooms and effectively teach in order to reduce student discipline referrals and increase teacher capacity.		Suprema Sanders	06/30/2024
<i>Notes:</i>				
10/26/22	Teachers will document behaviors that do not align with WOMS student expectations using the ABE system for classroom behavior documentation and management in order to track student behavior that require immediate interventions or additional support from SST.		Mark Smith	06/30/2024
<i>Notes:</i> 4/26/22: PBIS points continue to be awarded to students via ABE. Incentives have been rewarded to students during the bi-weekly PBIS store celebrations				
10/26/22	Teachers and staff will use EHall pass online software system to monitor hallway traffic in order to reduce the amount of student office discipline referrals that occur outside of the classroom.		Martianna Daniel	06/30/2024
<i>Notes:</i>				
10/26/22	SST will use Data findings from student/staff surveys to develop SEL whole group sessions, small group sessions, and 1 on 1 student support sessions to create positive classroom environments as evidenced in Irounds 3.1 and to decrease student discipline.		Sanora Goodman	06/30/2024
<i>Notes:</i>				

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>		Throughout the school our teachers follow the pacing instructions of Cumberland County Schools. Our school has Study Group Instructional planning sessions every Tuesday and Thursday for 90 minutes, where subject/grade-alike teachers meet to create and develop lesson plans and standards-aligned instruction for students. Support is provided in these sessions from MCL's and District Instructional Coaches.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>All teachers will participate in instructional study group planning sessions a minimum of once a week with the Instructional Coaches. Within the study groups, teachers will discuss the meaning of the upcoming standards and breakdown the activities needed for student understanding. Teachers will use a quality planning guide and lesson plan format. Lesson plans will be shared electronically and effective feedback will be given by Instructional Coaches and/or Administration. Planning sessions will be used to ensure instruction is aligned and teachers will review data for assessment mastery to determine where adjustments in instruction is needed. Both regular Ed and EC teachers will participate in study sessions.</p> <p>Data sources used to determine full implementation will be lesson plans showing aligned instruction, Instructional Planning meeting minutes, and assessment data (Mastery Connect and EOG).</p>		Sanora Goodman	06/30/2024
Actions			3 of 8 (38%)		
	10/26/22	MCLs will facilitate PLC's and help teachers develop standards-aligned instruction through collaborative planning and data analysis, individual teacher coaching cycles, and differentiated teacher support.	Complete 12/30/2022	Elan Robinson	12/30/2022
	<i>Notes:</i>	9/27/2022: ELA Data Dive PLC was facilitated with grades 6-8. Teachers used mastery connect to analyze student data along with assessment question data. Each team collaborated to determine commonly missed test questions with reasoning as to why. The teams then begin unpacking standards for the upcoming unit. Teachers determined plans for spiraling back to support the learning gap of			

students. Math data PLC consisted of teachers analyzing interim assessment data to determine where students were with progressing on the focus standards of the unit. Each teacher outlined next steps for reengaging students.

10/4/2022: Math Data PLC was facilitated with grade levels to reflect on Unit 1 post assessment data. Teachers were lead to observe their data and identify student who mastered vs not mastered specific standards. Teachers were provided with strategies for how to use cool down/exit ticket data to adjust and plan for instruction for follow up days. Unpacking of standards was used to prepare teachers for getting to the heart of instruction.

10/11/2022: Each grade level used the data results to tell their class data story. Updates were made to data tracking board and proficiency score board. teachers used data results to group students for small group instruction planning.

11/1/2022: District Data PLC was facilitated with each team. Focuses were centered around Benchmark 1 data analysis (class data, strengths and weaknesses of specific standards) the took a deeper dive to determine misconceptions from students). Mastery Connect Tracker and data results were used to identify standards not yet mastered by students. Modification to small groups were generated for small group planning and instruction.

11/10/2022: Math PLC was facilitated with grade level teachers. Focus for PLCs centered on planning with a purpose. MCL modeled for teachers to begin with the end in mind. Teachers shared strategies for pacing while the MCL demonstrated how pacing should look for each portion of OUR lessons.

11/29/2022: Team Data PLC was facilitated to analyze interim assessment data. Questions were dissected to determine misconception and student answer choice selection. The team also unpacked standards for upcoming reading selection to determine skills and concepts needed for students to demonstrate mastery when completing learning objective task.

12/6/2022: Data PLC was facilitated with grade level ELA teachers to analyze post assessment data from the current unit. 7th grade determine students struggled with interpreting author's response to conflict and events within the text selection. Support will be provided

during small groups to assist students with mastering this skill. Each grade discussed how to ensure students are able to read and analyze their own data. Teachers unpacked the performance task for the upcoming week using RI.6 standards.

10/26/22

Instructional leadership presence within weekly instructional planning to keep teachers on focus and to help guide the instructional planning.

Complete 12/30/2022

Cheryl Devalle

12/30/2022

Notes: 8/30/2022: Administration visited PLC sessions and shared with teachers the expectation for each instructional planning PLCs. Teachers were provided with agenda expectations. MCLs provided teachers with first ten day lesson planning choice board templates to assist with acclimating students to school, class, and introducing basic skills and concepts of subjects.

9/30/2022: during admin visits, administration observed MCLs modeling for teachers how set up mastery connect trackers, use trackers to analyze student performance, and how to use data to plan and prepare lessons that are inclusive of HYIS. Teachers were provided with examples and practice.

10/30/22 : admin participated in data discussion PLCs. Math and ELA teachers were using data to develop small group learning plans. Small Group modeling is being used by MCLs to demonstrate for teachers how to create small group learning plans .

11/30/2022: PLCs included grade level and content data analysis of Benchmark 1 data. Teachers were provided with detail guidance on how to read data reports. Teachers also worked to identify tiered level of supports for students.

12/30/22: PLC were inclusive of ensuring teachers were knowledgeable of how to unpack standards to plan lessons that addressed learning objectives. Modeling was provided for teachers to demonstrate how students should be able to break down the learning objective and apply the verbiage to complete learning task.

10/26/22

Teachers will review common assessment data for mastery.

Complete 01/30/2023

DeVondra Covington

01/30/2023

Notes: September 2022-MCLs begin to meet with teachers during instructional planning to review post assessment data and implementation of data analysis tools.

October-November 2022- Teachers continue to meet with MCLs to review post-assessment data during instructional planning. Teachers complete data analysis form and use the data analysis form to identify students who have not mastered standards and need re-teaching of standards.

January 2023- Teachers meet with MCLs during instructional planning to complete Data Dive for Benchmark 2. Teachers use this data to determine mastery of standards for students and where re-teaching is needed.

January 2023-Based on 1st semester planning and review of data for mastery after each post assessment and benchmark, review of common assessments has become a common practice for teachers.

January 2023- Planning & implementation of in-school acceleration groups based on teachers review of common assessments. Acceleration groups target students who have not mastered standards. This will be a continuous practice for the remainder of the school year.

10/26/22	Teachers will develop weekly differentiated instructional resources specifically for students with disabilities using small group and personalized learning resources to increase student proficiency in Mastery Connect assessments.		Toni Best	06/30/2024
<i>Notes:</i>				
10/26/22	Teachers with 5 years or less experience with Common Core Curriculum and District Curriculum Content will increase instructional capacity by attending District monthly PD Content sessions as evidenced in IRounds feedback Standards 1-2.		Cheryl Devalle	06/30/2024
<i>Notes:</i>				
10/26/22	Core content teachers and teachers serving students with disabilities will collaborate with MCL's during weekly content PLCs to plan and prepare lessons to ensure standards-aligned instruction and grade-level student tasks as evidenced in IRounds walk-throughs.		Sheila McKnight	06/30/2024
<i>Notes:</i>				
10/26/22	During learning walks, instructional leadership team will observe and provide feedback on student engagement and grade level assignments using instructional core rounds document to identify opportunities for teacher feedback to move student learning forward.		Elan Robinson	06/30/2024

Notes: September 2022- Addition of students with disabilities considerations listed within lesson plans.
 October 2022- Implementation of small group planners inside of lesson plans.
 November 2022- Differentiated Professional Development for Small Group Instruction
 January 2023-Teachers required to conduct at least one small group session during lessons each week
 Goal setting sheet was initiated in October and implemented in November through data collection from EVAAS and assessments.

10/16/23

Select teachers or leadership team members will attend at least one professional development conference per year focusing on strategies that support learning in order to increase teacher capacity and to increase student mastery and proficiency on assessments.

Elan Robinson

06/30/2024

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>		Westover Middle School has incorporated tiered support for students, but not with fidelity. Students receive interventions, but a more defined process is needed at the school.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		By June 2024, all teachers will implement effective teaching practices with alignment across content areas. Teachers will focus on student response to instructional practices to improve the success rates of struggling students and to identify students who may have disabilities. Data sources to measure full implementation include PLC agendas/minutes and student assessment data.		Sanora Goodman	06/30/2024
Actions			0 of 4 (0%)		
10/26/22	MTSS lead will conduct walkthroughs by visiting classrooms to observe implementation of tiered support by using interventions form to provide feedback to teachers on intervention implementation to increase differentiation of tiered support.			Peatra Blue	06/30/2024
<i>Notes:</i>					
10/26/22	An MTSS meeting will occur monthly to review tiered support data using the WOMS tiered support rubric to ensure documentation of implemented strategies to support student academic and behavior success.			Desire Merriweather	06/30/2024
<i>Notes:</i>					
10/26/22	Teachers will monitor student interventions using progress monitoring form to ensure adequate academic support for tier 2 or tier 3 students.			Sheila McKnight	06/30/2024
<i>Notes:</i>					
8/8/23	MTSS lead will support teachers by conducting small group instruction using district instructional resources to increase instructional support for tier 2 and tier 3 students.			Elan Robinson	06/30/2024
<i>Notes:</i>					

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>		The teachers at Westover Middle School are caring and believe that all students have the ability to achieve. At the current time we use our Student Support Team (Guidance & Social Worker) for the emotional development of students but we want to develop a schoolwide system where everyone takes part in the emotional development of students.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		Once this objective is clearly met the supportive relationships between students and staff will be significantly more effective. Teachers will use the Restorative Justice Program 80% of the time, in lieu of discipline referrals. Discipline referrals will be reviewed to determine the effectiveness of the program which should mirror a 50% drop in student suspensions from the previous school year. Teachers will receive training from the on behavior interventions and a caring classroom climate. SST referrals will increase for academic interventions and the Guidance department will indicate a clear communication system for teachers and students. In order to measure this objective, we will examine discipline referrals and suspensions for decreases, SST referrals, meeting minutes and surveys from School Support and training/PLC support for teachers.		Sanora Goodman	06/30/2024
Actions			0 of 1 (0%)		
	10/4/22	The Guidance department and school support department will use surveys to create programs that will help students socially, emotionally and academically.		Sanora Goodman	06/30/2024
<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>			At the current time counselors communicate with other schools in the district to plan transition programs for students. During the transition time, Westover Middle School hosts a transition meeting for 6th grade students and 8th grade students visit the district high school. We do not have a current transition plan for students who transition from grade level to grade level within the school.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>			When this objective is met, our school will have a clear transition plan for students who move from grade level to grade level. Our counselors will develop programs that target student success. In addition; our schedules will reflect the best interest of students and the allotted time needed for quality instruction. Data sources for full implementation include student and staff surveys		DeVondra Covington	06/30/2024
Actions				0 of 3 (0%)		
	10/26/22	Counselors will increase interactions with students through classroom guidance and scheduled meetings in order to educate students on transition requirements and help students select appropriate classes/programs based on student interests.			Sanora Goodman	06/30/2025
<i>Notes:</i>						
	10/26/22	Westover Middle School will initiate vertical meetings with other district schools by scheduling virtual or face to face sessions to discuss student progress so that we will be aware of any instructional concerns of rising students in order to initiate and increase academic or behavior support.			Shemeka Ross	06/30/2025
<i>Notes:</i>						
	8/8/23	We will create grade level to grade level transition plans for students by using hoonuit and assessment data to identify students needing additional support to help increase student academic and behavior support in the upcoming grade level.			Briana Jules	06/30/2025
<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>		The Instructional Leadership team meets weekly and the School Improvement team meets monthly to review effective practices and to revisit the IndiStar indicators. In addition, grade level administrators attend team meetings, study sessions and Instructional Planning to monitor the fidelity of instructional alignment and schoolwide effective practices. Meeting agendas/minutes demonstrate effectiveness of the meetings.	Full Implementation 10/04/2022		

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>		<p>Our grade level team teachers use their common planning times to effectively meet the needs of students. They work collaboratively in a structured environment to address academics, parental concerns, instructional matters, and plan for continuous student progress. Teams document their meetings daily and maintain a meeting agenda and minutes. Administration is a part of the teaming concept.</p> <p>Data used to determine full implementation include grade level team meeting minutes, parental contact logs, and grade level academic, attendance, and behavior data.</p>	Full Implementation 10/04/2022		

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>		At the current level of implementation, weekly lesson plans are reviewed and feedback is given to teachers as needed. The Principal meets with the Instructional Coach team to discuss teaching and learning and ways for improvement. Walk-throughs are conducted to support teaching and learning but their needs to be an increase in frequency.	Limited Development 10/26/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The Instructional Leadership team, along with the Principal, will visit classrooms at least four times a week. Instructional leaders will keep annotated logs of classroom visits and copies of their feedback to improve instruction. The Instructional Leadership team will continue to meet weekly to discuss teachers/teaching and learning and feedback that was given from observations. Data to determine full implementation includes formal/informal observation data and teacher coaching feedback data.	Objective Met 08/08/23	Natasha Brown	06/30/2023
Actions					
	10/26/22	Teachers will receive coaching feedback through coaching feedback cycles based on teacher instructional tiered support.	Complete 06/23/2023	Natasha Brown	06/23/2023
<i>Notes:</i>					
	10/26/22	The administrative team will spend a minimum of 40% of their time weekly monitoring classroom instruction and providing feedback via walkthrough observations	Complete 06/23/2023	Elan Robinson	06/23/2023
<i>Notes:</i> 9/9/2022 The instructional leadership team created instructional calendars using google calendars for classroom observation tracking.					
9/16/22: 6th Grade: 100% of teachers have 1 walk through observation; 50% of teachers have 2 walk through observations; 7th Grade: 70% of teachers have 1 walk through; 8th Grade teachers: 100% teachers have 1 walk through, 7/11 have 2 Walkthroughs; EC: 100% have 1 walk through observations; Elective: 6/11 have 1 walk through observation.					

Implementation:		08/08/2023		
Evidence	8/8/2023 06/30/2023-97% of teachers met growth			
Experience	06/30/2023 The WOMS ILT strategically planned weekly instructional monitoring using iRound and formal observation tracking instruments. Findings from walkthrough and observation was used to structure coaching and PLC support meetings.			
Sustainability	8/8/2023 06/30/2023- Ongoing monitoring of instruction with focus on HYIS.			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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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
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Initial Assessment:	At the current time, Westover Middle School uses Schoolnet, EVAAS and data from school based assessments to make decisions about school improvement and professional development needs.	Limited Development 10/26/2022		
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How it will look when fully met:	When this objective is fully implemented, the staff of Westover Middle School will be fluent in using data to make sound decisions about students, instruction, and professional needs. The staff will continuously use data tools to track and monitor student progress. Data will be used to focus on schoolwide improvement and yearly progress, teacher instructional needs, and student instructional needs. Data to determine full implementation includes student assessment, attendance, and behavior data as well as teacher professional development feedback.		DeVondra Covington	06/30/2024
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Actions		6 of 7 (86%)		
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10/26/22	All new teachers and those with less than 3 years of experience will attend a monthly professional development. This training will provide common practices and procedures for effective instructional and behavioral outcomes.	Complete 06/23/2023	Mazetta Dorsey	06/23/2023
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Notes: 9.13.22: BT PD was conducted to address Phases of First Year Teachers and effective strategies and resources were provided with helping teacher establish learning environments that are reflective of the

Wildcat Way. Teachers were provided with a lesson planning menu board to use when developing lesson that were inclusive of HYIS.

10.11.22: BT PD was conducted. Learning Objective for the October PD addressed how to reach all learns through practicing equity and differentiation. Teachers then observed modeling of how to conduct Parent Teacher Conferences. The LEAD Success Modeled and scripted process for how to facilitate a conference. Teachers were provided opportunities to practice their strategies.

11.8.22: BT PD focused on 1st Quarter Reflections (Glows and Grows). Teachers engaged in reading an article "7 First Year Teacher Struggles; and How to Avoid Them". Lead Success modeled how to chunk and assess teacher understanding by Modeling HYIS (Distributive Summarizing) and Numbered Pairs

12.13.22: BT PD-Reflected End of 2nd quarter teacher check-ins. Teachers were provided with necessary information for how to ensure they were in compliance with licensing, school course enrollment, and current on licensing fees.

1.10.23: BT PD- focused on observation and feedback provided from administrative iRouds. Teachers gained knowledge and tools to determine what is the instructional core. (1. Level of Content 2. Teacher's Knowledge of Skill 3. Student Engagement). Teachers connected information to tasks that students were asked to do.

Teachers applied their understanding to completing the reading of an article using the Say Something Distributive Summarizing Method

2.14.23: BT PD-focused on Beginning Teacher Social and Emotional Wellness. Teachers were provided strategies for accessing their emotional status (Emotional, Executive, or Survival). Connections were provided to help teachers understand that the state of their emotional wellness dictates their behavior and teacher performance.

3.14.23: BT PD-focuses on Beginning Teacher Engagement and Reflection of teaching Practices. BTs rotated with partners o complete station rotation task related to lesson planning, differentiated instruction, Equitable Grading, Instructional Core, Managing Class Behaviors.

4.4.23: BT PD-focused on completion of BT Forms (BT Verification Form, Professional Development Log, Mentor Contact Logs, Extracurricular Activities)

5.9.23: BT PD-focused on End of Year Review (PGA-Personal Growth Assessment) and Next Year Goal Setting. Teachers were provided with reminders for completing licensure information, and BT EOY Paper Work.

10/26/22	Data meetings will be conducted by the instructional leadership team with teachers.	Complete 06/30/2023	DeVondra Covington	06/30/2023
<i>Notes:</i>				
10/26/22	A minimum of 50% of non proficient students will receive supplemental instruction during a study skills class using the Curriculum and Associates I-Ready online supplemental learning software resources tool.	Complete 06/30/2023	DeVondra Covington	06/30/2023
<i>Notes:</i>				
10/26/22	Mastery Connect data trackers will be used to determine student mastery of content standards. Data will be used to complete data cycles on students.	Complete 06/30/2023	Sitava Warren	06/30/2023
<i>Notes:</i>				
10/26/22	Teachers will maintain digital data folders to track student assessment data progress and patterns.	Complete 06/30/2023	Natasha Brown	06/30/2023
<i>Notes:</i>				
10/26/22	Instructional Leadership team will use observation feedback and teacher coaching cycle information to identify schoolwide instructional trends. Results from trends and findings will be used in developing school wide PD course offerings.	Complete 06/30/2023	Cheryl Devalle	06/30/2023
<i>Notes:</i> 1.4.23: Differentiated PD Sessions were facilitated with teachers. Session selections included; "Teaching with Rigor" and "Standard 1-Teacher Growth". A survey analysis was conducted on the effectiveness on both sessions. Result Findings -"Teaching with Rigor" 4.7 of 5.0 and "Standard 1-Teacher Growth" 4.7 of 5.0				
10/26/22	Students consistently demonstrating non mastery on mastery connect assessments will receive additional support during classroom time with MCLs.		Elan Robinson	06/30/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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>		Westover Middle School uses the state governed evaluation system of NCEES. Under NCEES, administrators evaluate staff members as designated by state requirements. Staff members are also recognized for accomplishments and awards.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>Once this indicator is under full implementation, all certified staff members will become active members in the evaluation process. In addition, staff members will understand the dynamics of quality instruction and can assist each other in improvement efforts through professional development and planning. Our staff members will frequently be recognized for their accomplishments and teachers demonstrating high-quality instruction will provide teacher-to-teacher professional development for peers. All new teachers with less than 3 years of experience will participate in a beginning teacher training program and receive a mentor. When there is a need for recruiting new staff members, the Instructional Leadership team will all play a role in evaluating the quality of teachers that are screened for employment at Westover Middle School.</p> <p>Data sources for full implementation include staff surveys and evaluation ratings.</p>		Stella Smith	06/30/2024
<i>Actions</i>			0 of 2 (0%)		
10/26/22		Learning Walk discussions will occur during Leadership meetings and during Instructional planning meetings with teachers to determine best practices.		Desire Merriweather	06/30/2024
<i>Notes:</i>					
10/26/22		Teachers will receive frequent feedback on instruction via learning walks from the instructional leadership team and peers.		Martianna Daniel	06/30/2024
<i>Notes:</i>					

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>		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 10/08/2023		
<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 put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Lashanda Carver-Moore	05/31/2024
<i>Actions</i>			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>					

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>		Westover Middle school has limited implementation on communicating with parents/guardians about curricular issues. Teachers send out bulletins about upcoming standards and projects every nine weeks with the report card. In addition, there are two scheduled Curriculum Nights during the school year.	Limited Development 10/26/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>Upon full implementation, parents will have access to adequate information/resources that will aid them in helping students with the curriculum. The teachers will systematically send out newsletters to parents about instructional practices. Parents will attend parent-centered instructional meetings when offered by the school. The school will also continue to have yearly Curriculum Nights.</p> <p>Data to determine full implementation includes parent newsletter views data, parent sign-in/attendance at school events, and student academic data.</p>	Objective Met 08/08/23	Mark Smith	06/30/2024
Actions					
	10/26/22	The school will create a comprehensive social media account where parents can receive information about the school.	Complete 06/30/2023	Mark Smith	06/30/2023
<i>Notes:</i> 5/30/2023-The school Twitter account has a total of 291 followers. Up to date information was shared with followers on a consistent and routine basis. An average of 195 interactions as recorded per post.					
	10/26/22	School will host quarterly parent involvement activities (parent university/curriculum nights) to engage parents in the learning process of their children.	Complete 06/30/2023	Stella Smith	06/30/2023

Notes: 8/25/2022: Open House and Title I Parent Meeting were facilitated with parents
 10/6/2022: Family Tech Night was facilitated with parents. Parents received information and resources regarding supplemental learning programs, access to parent log in for Canvas and Power School.
 10/26/2022: Fall Curriculum Night was facilitated with parents and students. Parents and students participated in carnival like outdoor learning activities that were aligned with the NCSCOS and facilitated by teachers.
 2/22/2023: Parent Teacher Conferences were facilitated for parents and guardians of students.
 3/30/2023: Spring Curriculum Night was facilitated with parents

Implementation:		08/08/2023		
Evidence	6/30/2023 parent engagement activity agendas were documented			
Experience	8/8/2023 6/30/2023-Parent Involvement events were scheduled quarterly for parent participation			
Sustainability	8/8/2023 6/30/2023-Ongoing school events will be facilitated quarterly to maintain parent involvement. A parent involvement team will be needed to engage parents in leadership opportunities			