

Comprehensive Progress Report

Mission: Our mission at WIMS is to grow the entire student academically and socially in a safe environment. We will achieve this goal by maintaining high expectations and preparing our students to productively contribute to society. We believe in respect for others, learning, all differences, and ourselves.

Vision: One Team, One Goal, No Excuses.

Goals:

By the end of 2019-2020, students will show 6 points growth from 43% to 49% grade level proficient in math as measured by NC EOG and students will show 10 points growth from 43% to 53% grade level proficient in iReady. By the end of 2018-2019, students will show 6 points growth from 53% to 59% grade level proficient in Reading as measured by the NC EOG and students will show 15 points growth from 39% to 54% grade level proficient in iReady. All grade levels and subject areas will be utilizing UbD, backwards design, in lesson planning, WICOR strategies. All Math classes will be utilizing Ready Curriculum in the Math classroom All ELA classes will be utilizing Ready Curriculum in the ELA classroom All assessments will be developed by PLCs as common assessments. Math: Interventions to improve math scale score on NC EOG and iReady include TransMath, Mustang math 2.0 and iReady. Strategies will be to continue professional development on differentiated instruction and best practices as well as WICOR strategies. Reading: Interventions to improve reading scale score on NC EOG and iReady include Phonics, focus on WICOR strategies, AVID classroom Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.

By the end of the 2019-2020 school year, student office referrals will be reduced by following MTSS guidelines, AVID classrooms and WICOR strategies to meet students academic and behavioral needs.



! = Past Due Objectives

KEY = Key Indicator

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>		WIMS has implemented Understanding By Design strategy to not only implement backwards planning but also apply rigor and relevance into the lesson planning phase. PLC teams determine essential learning components and collaboratively design lessons. Professional Development will be offered through the year to assist teachers in rigor and relevance.	Limited Development 10/25/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		By the end of 2019-2020, students will show 6 points growth from 50% to 56% grade level proficient in math as measured by NC EOG and students will show 10 points growth from 45% to 55% grade level proficient in iReady. By the end of 2019-2020, students will show 6 points growth from 49% to 55% grade level proficient in Reading as measured by the NC EOG and students will show 15 points growth from 32% to 47% grade level proficient in iReady. All grade levels and subject areas will be utilizing UbD, backwards design, in lesson planning as well as WICOR strategies. All Math classes will be utilizing Ready Curriculum in the Math classroom. All ELA classes will be utilizing Ready Curriculum in the ELA classroom. All assessments will be developed by PLCs as common assessments. Math: Interventions to improve math scale score on NC EOG and iReady include Mustang math 2.0 and iReady as well as AVID classroom. Strategies will be to continue professional development on differentiated instruction and best practices as well as WICOR strategies. Reading: Interventions to improve reading scale score on NC EOG and iReady include Phonics, AVID classrooms and iReady. Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.		Angela Hines	06/01/2020
<i>Actions</i>			6 of 8 (75%)		
	10/28/16	Goal team meeting to discuss the strategies of SIP to analyze data	Complete 09/04/2018	David Ivey	09/14/2018

Notes: Use of Ready in Classrooms: Team is voicing concerns about the students being bored with it. Book has been used in math. Math is seeing some gains and like it better. 8th grade ELA: using it in stations (independent and guided).

I-ready: It is there for you to use, intervention times must use it in the class. There is some confusion lessons as they get to on grade level in math. Be cautious of the high flyers.

Interventions teachers are going to have to realize when their students are locked out and teacher help is needed.

Need to have profiles to group students, small group instruction.

Use of extra assignments in Core Classrooms:
Core teachers should not aim to meet the 45 mins per week. If you use it make sure you preview it.

Needs for Intervention Teachers with iReady: If you do not teach or you need materials contact your core teachers.

Make sure you are making a list of what you need when you get into your classes.

Fluidity of Mustang Time and Discovery Time: We are hoping their will be fluid movement of students between levels.

UBD: Understanding by Design. Backwards planning. Create the assessments and work back to plan the units

Rigor with classroom assignments and grading: If we want to increase the levels and continue our growth, we need to increase our rigor. A student should not be receiving an "A" but not showing proficiency on testing. Mr Ivey will have your back when issues with grading occur.

9/21/18	WIMS will develop intentional actions to be implemented in each classroom throughout the school based on grade level, department and SIT review and jigsaw on High Expectation: What to look for article shared by district personnel.	Complete 11/06/2018	Joe Robertson	10/26/2018
<i>Notes:</i> WIMS SIT voted to use SLANT model within the school to focus on High Expectations after jigsaw of article shared by the district: What to look for				
9/21/18	Leadership Team will collect data and monitor implementation of school specific strategies to improve rigor with input from grade level teams and SIT	Complete 08/01/2019	Angela Hines	06/07/2019
<i>Notes:</i>				
9/21/18	Content specific PLC teams will utilize district Content Coaches to gather resources, classroom management strategies and instructional strategies.	Complete 06/01/2020	David Ivey	06/07/2019
<i>Notes:</i>				
9/21/18	ELA and Math departments will analyze NC Check In data to determine learning gaps and develop classroom specific strategies to close identified gaps.	Complete 06/01/2020	Howard Joiner, Anna Totherow	06/07/2019
<i>Notes:</i>				
10/28/16	PLC Meetings used to discuss lesson planning, collaboration, design and common assessments	Complete 08/01/2019	David Ivey	06/07/2019
<i>Notes:</i> Each PLC will meet weekly (grade level), as well as monthly for departments (school level). In these meetings collaborative discussions will take place focusing on backwards design and lesson planning incorporating Ready materials. PLCs will plan to meet weekly or bi weekly with Content Coaches.				
9/21/18	iReady diagnostic results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.		Anne Jordan, Rhonda Waugh, Rebecca Johnson, Sara H	06/01/2020
<i>Notes:</i>				

9/26/19	Each grade level will choose a WICOR strategy to focus on all year. 6th grade teachers and students will work on organization, 7th grade teachers and students will incorporate 2 column notes and 8th grade teachers and students will work on organization. Along with these year long WICOR strategies, classroom teachers will focus on high order questioning by incorporation of Costa's and Bloom's questioning levels; focus on writing by including short answer questioning as well as using the part 5 of Ready lessons to focus on writing skills; Gear Up week will focus on college and career ready skills such as writing letters to colleges across the state; Science classes will be focusing on Inquiry as they include hands on lessons and labs; all classrooms will be incorporating Newsela to reinforce standards being taught in ELA classes; all classrooms will be focusing on basic math skills to reinforce math standards.		David Ivey	06/08/2020
<i>Notes:</i>				
Implementation:		09/14/2017		
Evidence	9/14/2017			
Experience	9/14/2017			
Sustainability	9/14/2017			

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>		Teachers use differentiated activities and lessons to provide access to the curriculum on a regular basis. Tier 2 students are provided additional support through remediation and intervention programs/classes. Enrichment classes are available (through student choice) for students who do not need intervention (Tier 1). AVID classes have been initiated to offer extra support to students to prepare as college and career ready. WIMS will also be focusing on the social and emotional needs of our students as we initiate Mustang Moment (Morning Meetings)	Limited Development 10/25/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		By the end of 2019-2020, students will show 6 points growth from 50% to 56% grade level proficient in math as measured by NC EOG and students will show 10 points growth from 45% to 55% grade level proficient in iReady. By the end of 2019-2020, students will show 6 points growth from 49% to 55% grade level proficient in Reading as measured by the NC EOG and students will show 15 points growth from 32% to 47% grade level proficient in iReady. All grade levels and subject areas will be utilizing UbD, backwards design, in lesson planning as well as WICOR strategies. All Math classes will be utilizing Ready Curriculum in the Math classroom. All ELA classes will be utilizing Ready Curriculum in the ELA classroom. All assessments will be developed by PLCs as common assessments. Math: Interventions to improve math scale score on NC EOG and iReady include Mustang math 2.0 and iReady as well as AVID classroom. Strategies will be to continue professional development on differentiated instruction and best practices as well as WICOR strategies. Reading: Interventions to improve reading scale score on NC EOG and iReady include Phonics, AVID classrooms and iReady. Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.		Angela Hines	06/01/2020
Actions			2 of 9 (22%)		
	10/28/16	iReady diagnostic will be administered to all students.	Complete 09/13/2018	Angela Hines	09/13/2018
	<i>Notes:</i> District sets testing windows				
	10/28/16	All students grouped in Reading and Math according to ability and screening results.	Complete 09/28/2018	David Ivey	09/27/2018

	<i>Notes:</i> Once all students are tested, student results will be analyzed and students will be placed in correct level of reading or math for intervention.			
10/28/16	All Reading and Math intervention groups will progress monitor bi-weekly		Angela Hines	06/01/2020
	<i>Notes:</i> Data from iReady will be used to discuss continuous improvement with individual students as well as track performance and advancement.			
10/28/16	Spreadsheet will be created to track student performance, growth and progress throughout the year to include, BAs, CAs, iReady and Standards Mastery		Angela Hines	06/01/2020
	<i>Notes:</i> Spreadsheet is created and updated with information from diagnostics, standards masteries, CAs and BAs.			
9/21/18	Reading and Math department will report out to SIT on progress by sharing celebrations, OFIs and next steps		Howard Joiner and Anna Totherow	06/01/2020
	<i>Notes:</i>			
9/26/19	AVID classrooms have been created to help students organize and prepare to be career and college ready		David Ivey	06/01/2020
	<i>Notes:</i>			
9/26/19	WICOR strategies have been introduced schoolwide as each grade level is focusing on a large area. 6th grade-Organization 7th grade-2 column notes 8th grade- Organization		Joe Robertson	06/01/2020
	<i>Notes:</i>			
9/26/19	Schoolwide, we will continue to focus on growing the abilities of our students to write, develop strategies to ask and answer higher level questions, collaborate and encourage reading within our interdisciplinary teams to reinforce ELA and Math standards by using Newsela		Angela Hines	06/01/2020
	<i>Notes:</i>			
9/26/19	Mustang Moment will be one day a week used to focus on the social and emotional needs of our students here at WIMS. There will be focused activities offered throughout the year as well as informal opportunities for the adults and students in the building to build relationships based solely on the needs of the student.		David Ivey	06/01/2020
	<i>Notes:</i>			

Implementation:		09/14/2017		
<i>Evidence</i>	9/14/2017			
<i>Experience</i>	9/14/2017			
<i>Sustainability</i>	9/14/2017			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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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>		Leadership Team meets weekly. SIT meets monthly. Priority Teams and Departments meet monthly.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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>		Each team has dedicated PLC time daily. WIMS utilizes the middle school teaming approach. Priority teams, departments, and school improvement process is scheduled and coordinated. All duties and responsibilities are pre-planned and shared with all staff.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Observations are completed in a timely manner. Feedback is provided. Principal visits classroom. Leadership Team communicates curricular expectations regularly.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	Objective Met 10/16/17	Angela Hines	09/30/2018
Actions					
	12/9/16	Develop schedules for quarterly site visits and data	Complete 01/20/2017	Melanie Taylor	01/20/2017
	<i>Notes:</i>				
	3/29/17	Under construction	Complete 03/29/2017	Angela Hines	03/29/2017
	<i>Notes:</i>				
	12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting 2nd quarter.	Complete 08/08/2017	Jed Stus	07/17/2017

	<i>Notes:</i>			
12/9/16	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/10/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
12/9/16	Develop continuum of professional development oppourtunities	Complete 08/08/2017	Jed Stus	08/10/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
12/9/16	Utilize the data obtained through analysis to determine PD needs	Complete 08/08/2017	Jonathan Ribbeck	09/10/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			

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>		Iredell Statesville Schools utilizes the North Carolina Educator Evaluation System (NCEES) as the platform for evaluating certified staff and locally developed rubrics for classified staff. Professional Development is provided, yet opportunities for growth exist in the on-boarding process for new administrators and teachers. Data is collected and presented however; it is shared informally with school leaders and is lacking a systematic process. The self assessment and professional development plans are included in the NCEES process. There are opportunities for improvement with coaching and feedback to provided targeted feedback with closed coaching loops. Policy requires ten day feedback cycle after observations of teachers, however sometimes this is deadline is not adhered to. NCEES structure and platform is designed by the state, however quality of delivery fidelity of the process are opportunities for improvement. School leaders are evaluated through NCEES and follow a similar format. Clear and constructive feedback is not always evident in teacher observations or summatives. ERPD and Innovation Showcase allows teachers to receive PD based on teacher interest. More differentiation is needed. A defined process for developing capacity is in place and is tied to teacher to teacher growth and replacement in the event that improvement is not evident. Recognizing and rewarding teachers is provided through district of the year celebrations, however this is an area identified on climate surveys as a priority area.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Leadership sends out weekly messages to parents concerning school events and curriculum support. Teams of teachers work with students individually and meet with parents as a team to address instructional needs. Teachers complete 4-8 Glad Calls per nine weeks.	Limited Development 10/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					