

Comprehensive Progress Report

Mission: Our Vision, Mission, and Core Values Vision Woodland Heights Middle School will aspire to be a top 10 middle school in North Carolina by inspiring innovative thinking, focusing on personal student growth, and paving the way for students to be college and career ready. Mission Woodland Heights Middle School will challenge all students to be successful, passionate learners by taking personal ownership of their education. We will achieve this mission with the support of parents, staff and the community. Core Values A student and learning focus Student engagement through high-quality lessons Continuous improvement Growth mindset Reflective practice

Vision:

Goals:

All students will receive evidence-based math strategies in Tier 1 Core Instruction and Tier 2 Intervention Time, as part of a school culture that works towards high levels of student achievement in math and as a result proficiency on the NC End of Grade Math Assessment will increase to 80%.

All teachers will create and send home monthly curriculum newsletters and as a result students and parents will be better equipped at home for guidance with grade and subject level content.

All students will receive targeted small group instruction based on i-Ready data and as a result all students will grow by 15-25 scale score points in i-Ready Reading and 15-25 scale score points in i-Ready Math as measured by the i-Ready Diagnostics from Beginning of Year to End of Year.

All students will receive evidence-based literacy strategies in Tier 1 Core Instruction and Tier 2 Intervention Time, as part of a school culture that works towards high levels of student achievement in literacy and as a result proficiency on the NC End of Grade Reading Assessment and NC Final Exams will increase to 80%.

All students will receive evidence-based instruction aligned with their individual needs across all tiers and as a result all students will meet or exceed expected growth as measured by the End of Grade Tests in Reading, Math and Science.



Activity in the last 3 months

! = Past Due Objectives

KEY = Key Indicator

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>			<p>We use the i-Ready Diagnostics for both Reading and Math as a universal screening. We administer the Diagnostic three times per year. We use the NC Check-In for prediction of student success on the End of Grade tests. We have intervention time for Math and Reading built into our schedule. We use small group instruction and research based strategies for intervention time. We use iReady for individualized instruction for both Math and Reading. Woodland Heights Middle has a consistent process followed by all staff members to identify those students who need supplemental or intensive support. This process asks teachers to assess their instructional practices within the general classroom in regards to whether or not it is effective for students. Discussions about student progress and growth occur weekly amongst staff members in scheduled meetings. For those students who have been placed in supplemental or intensive instruction, staff will conduct regular progress monitoring of student performance to track growth.</p>	Limited Development 05/24/2017		
			<p>Priority Score: 3 Opportunity Score: 2</p>	Index Score: 6		
<i>How it will look when fully met:</i>			<p>All teachers will implement evidence-based literacy strategies in Tier 1 Core Instruction and Tier 2 Intervention Time, as part of a school culture that works towards high levels of student achievement in reading and math. Tier 1 interventions are being provided to 100% of the student population at Woodland Heights Middle School. Supplemental interventions are being received by 10-15% of students. 25-30% of students will be receiving intensive intervention. These interventions are provided to the identified students during our daily enrichment period. Woodland Heights Middle has a consistent process followed by all staff members to identify those students who need supplemental or intensive support. This process asks teachers to assess their instructional practices within the general classroom in regards to whether or not it is effective for students. Discussions about student progress and growth occur weekly amongst staff members in scheduled PLC meetings dedicated to this action. For those students who have been placed in supplemental or intensive instruction, staff will conduct regular progress monitoring of student performance. Student progress will then be reviewed by the MTSS Coordinator and the MTSS team.</p>		Harry Efird	05/28/2021
Actions				7 of 10 (70%)		
		9/18/17	All ELA teachers will be trained on how to use the Ready resources for teaching informational texts.	Complete 05/30/2019	Jimmie Dancy	05/31/2019

	<p><i>Notes:</i> ELA Instructional Coach, Jay Parks, will work with teachers monthly on the use of the Ready Reading materials for Informational Text. PD agendas, PD notes, lesson plans, and student assessment data will be used as measures of implementation with fidelity.</p>			
9/18/17	All ELA teachers will implement the Ready lessons on informational texts with fidelity in regular and inclusion ELA classrooms.	Complete 09/09/2020	Harry Efird	09/02/2020
	<p><i>Notes:</i> ELA Instructional Coach, J. Park, will work with teachers monthly on the use of the Ready Reading materials for Informational Text. PD agendas, PD notes, lesson plans, and student assessment data will be used as measures of implementation with fidelity.</p> <p>Teachers are expected to use the Ready materials twice monthly as they are participating in the training with the expectation that frequency of use will increase with more knowledge of the materials and instructional strategies.</p>			
9/28/17	All teachers will provide weekly Collaborative Lesson Plans to school administration which will break down specifically how they will incorporate key literacy strategies and/or Ready Resources for teaching informational text.	Complete 09/01/2020	Jimmie Dancy	09/02/2020
	<i>Notes:</i>			
9/19/18	All teachers will implement evidence-based reading strategies in Tier 1 Core Instruction and Tier 2 Intervention Time, as part of a school culture that works towards high levels of student achievement in reading and math. Tier 1 interventions are being provided to 100% of the student population at Woodland Heights Middle School. Supplemental interventions are being received by 10-15% of students. 25-30% of students will be receiving intensive intervention. These interventions are provided to the identified students during our daily enrichment period. Woodland Heights Middle has a consistent process followed by all staff members to identify those students who need supplemental or intensive support. This process asks teachers to assess their instructional practices within the general classroom in regards to whether or not it is effective for students. Discussions about student progress and growth occur weekly amongst staff members in scheduled meetings dedicated to this action. For those students who have been placed in supplemental or intensive instruction, staff will conduct regular progress monitoring of student performance. Student progress will then be reviewed by the MTSS Coordinator and the MTSS team.	Complete 05/21/2020	Jimmie Dancy	09/20/2020
	<i>Notes:</i>			
9/18/17	Administer i-Ready Math & Reading Diagnostic as the Universal Screening for MTSS.	Complete 09/02/2020	Harry Efird	09/20/2020

	<i>Notes:</i> Students will complete during their ELA and Math classes.			
9/28/17	School administration will conduct weekly walkthroughs to check for implementation of evidence based reading strategies.	Complete 10/02/2020	Jimmie Dancy	09/25/2020
	<i>Notes:</i>			
9/19/17	Administration will create and share a plan for i-Ready lesson expectations for teachers and students.	Complete 10/01/2020	Jimmie Dancy	10/01/2020
	<i>Notes:</i> Review last year's tiered reward program for students and decide if we will continue this or revise. Decide on teacher expectations for checking lessons, having conversations with students and small group instruction.			
9/19/18	Schedule and plan Data Days.		Jimmie Dancy	05/05/2021
	<i>Notes:</i>			
9/6/19	Math teachers in the 6th grade will Implement Open Up Resources Curriculum with fidelity in regular and inclusion math classes. 7th grade...8th grade...		Mary Maxon	05/22/2021
	<i>Notes:</i>			
10/2/17	Train all Reading WIN teachers to use the Instructional Grouping Profile Report and the Ready resources to meet the individual needs of students and close gaps in Reading.		ELA Content Coach Jay Park	06/05/2021
	<i>Notes:</i>			
Implementation:		09/19/2018		
Evidence	5/7/2018			
Experience	5/7/2018 This was a learning experience for all of us with this new School Improvement format. We are still gaining knowledge on the processes and will continue to improve in the future.			
Sustainability	5/7/2018 Administration will continue to follow up with staff members ensuring that they are completing the necessary task of the plan. Also administration will require all staff members to take part in the School Improvement Plan process.			

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>		Woodland Heights Middle school has a team of teachers that meet eight to nine times a year. This is a flexible team of staff members that report about school issues and goal team information. We also have a member of our PSTO that attends our meetings.	Limited Development 05/24/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		At full implementation, a Leadership Team that includes the principal, teacher leaders, and other staff meets at least weekly in regularly scheduled meetings of at least an hour to review implementation of effective practices and progress the shared school vision. A School Improvement Team meets monthly to address academic needs in all core subjects as well as enhancement subjects. In addition, instructional teams consisting of teachers who teach the same students meet regularly to discuss and review student progress within their shared cadre of students. Evidence of full implementation will include meeting agendas, minutes, action plans, and successful task completion.	Objective Met 09/20/20	Harry Efird	05/22/2020
Actions					
	9/19/17	Set dates for monthly Leadership Team Meetings (SIT).	Complete 04/15/2020	Beth Garver	10/01/2018
	<i>Notes:</i> Dates for Leadership Team (SIT): 9/5, 10/3, 11/7, 12/5, 1/2, 2/6, 3/6, 4/10, 5/1, 6/11				
	9/19/17	Set dates for Leadership Team (Admin Team) meetings.	Complete 04/15/2020	Harry Efird	10/01/2018
	<i>Notes:</i> This is an on-going step that will be continually worked on each week. As emergencies arise, meetings will need to be rescheduled. Mr. Keys will be in charge of choosing new dates and communicating the change to the leadership team.				
	9/19/17	Create agenda templates to drive conversations around effective practices and student data.	Complete 10/16/2018	Harry Effird	10/01/2018
	<i>Notes:</i>				
	9/19/17	Create Google folders for student data to be used during Leadership Team Meetings (SIT).	Complete 10/10/2018	Kim Flowers	10/01/2018

Notes: In order to drive conversation around student data, data needs to be available to Leadership Team (SIT) and Goal Teams for analysis. Data folders need updating each time new sets of data are available (District Assessments, NC Check-Ins, EVAAS, i-Ready, EOG/EOC, NC Final Exams, Moby Max, Flocabulary, etc.)

9/19/17	Leadership team will create a matrix of expected best practices that teachers should be implementing with fidelity in their daily instruction.	Complete 03/05/2019	Harry Efird	10/01/2018
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Notes:

9/19/17	School leadership team (SIT) will meet to decide on specific indicators that Brawley Middle School will focus on for the 2018-19 school year. These indicators will be chosen based on need/gaps found in our student achievement data and our school level data.	Complete 10/16/2018	Harry Efird	10/01/2018
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Notes:

9/19/17	Leadership team (Admin team) will collect evidence of implementation of best practices in the form of staff Canvas courses, weekly collaborative lesson plans, PLC minutes and agendas.	Complete 11/13/2018	Harry Efird	10/01/2018
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Notes:

9/19/17	Mr. Efird will upload leadership team (Admin team) agendas and minutes into Indistar for district personnel to review.	Complete 05/05/2020	Harry Efird	05/22/2020
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Notes:

Implementation:		09/20/2020		
Evidence	9/20/2020			
Experience	9/20/2020			
Sustainability	9/20/2020			

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>		Weekly ConnectEd phone message from administration are sent home to communicate the events of the upcoming week. Our school website is updated on a regular basis. We have rising 6th grade parent meetings, Canvas training, Open House, Curriculum Night, EC transition meetings, 504 meetings, IEP meetings, teacher web pages, Canvas announcements, and weekly teacher emails. Our PTO has a webpage. Our school has a Facebook page and Twitter account.	Limited Development 06/13/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		At full implementation, all teachers will regularly communicate using classroom newsletters bi-quarterly which will include information on upcoming standards, classroom successes, assessments and ways to help with learning at home. In addition, teachers will hold parent meetings at least twice a year to educate parents on what's happening at school. The school will create opportunities for parents and community members to participate/volunteer in classrooms and school events. The school hosts open house at the beginning of the year and curriculum/information nights throughout the year to educate parents on how to help their kids be successful. Weekly Connect-Ed messages are sent home by administration through email and phone calls. School regularly communicates via webpage, Facebook and Twitter for upcoming events. Teachers use Canvas and Powerschool to communicate curriculum objectives, activities, lessons, homework, assessments and grades to parents and students in a timely manner. School educates parents on Canvas and Powerschool. Evidence of full implementation will include newsletters, sign-ups for parent meetings, attendance records, current teacher Canvas courses, Connect-Ed messages and parent survey feedback.		Jimmie Dancy	06/05/2021
<i>Actions</i>			2 of 4 (50%)		
	9/29/17	Hold an Open House for all parents and students to meet teachers.	Complete 10/04/2018	Jimmie Dancy	09/20/2018
	<i>Notes:</i> 6th Grade Open House will be held on August 24rd from 4:00-6:00. 7th/8th Grade Open House will be held on August 25th from 4:00 - 6:00.				

9/29/17	Hold a i-Ready/Canvas Parent Night to inform parents of programs used at BMS.	Complete 10/16/2018	Katie Moose	10/03/2018
<i>Notes:</i> We will continue this process as we found it to be most successful.				
9/29/17	All teachers send home quarterly curriculum/homework help newsletters.		Jimmie Dancy	05/22/2021
<i>Notes:</i>				
9/29/17	Administration will review teacher created newsletters.		Jimmie Dancy	05/22/2021
<i>Notes:</i>				
Implementation:		09/19/2018		
Evidence	5/7/2018 The staff provided quarterly newsletters that were sent to the parents.			
Experience	5/7/2018 We fill that communication is one of our strong goals here at BMS. The hardest part of meeting this goal was having the staff come to a consensus on the information to be shared.			
Sustainability	5/7/2018 We want to continue to provide the necessary communication with our stakeholders. We will add more indept information in next years newsletters.			