

Comprehensive Progress Report

Mission:

Mission:

- **Boldly**

Ventures in

Ambitious

Reaching for

Success

Educational

Vision:

Vision: At WHMS we are **Building Responsible, Academically-driven students to be Valuable and Empathetic members of Society.**

Goals:

C 3.01: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

D 2.05: The physical environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

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.



! = 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>	<p>Limited Development 05/24/2017</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<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	06/03/2022
Actions			1 of 8 (12%)		
9/19/18	<p>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.</p>		Complete 05/28/2021	Jimmie Dancy	09/20/2020
<i>Notes:</i>					
9/19/18	Schedule and plan Data Days.			Jimmie Dancy	06/03/2022

	<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.		Lauren Ruggieri	06/03/2022
	<i>Notes:</i>			
9/18/17	All ELA teachers will be trained on how to use the Ready resources for teaching informational texts.		Jaye Parks	06/03/2022
	<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.			
9/18/17	All ELA teachers will implement the Ready lessons on informational texts with fidelity in regular and inclusion ELA classrooms.		Harry Efird	06/03/2022
	<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. 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.			
9/18/17	Administer i-Ready Math & Reading Diagnostic as the Universal Screening for MTSS.		Harry Efird	06/03/2022
	<i>Notes:</i> Students will complete during their ELA and Math classes.			
9/19/17	Administration will create and share a plan for i-Ready lesson expectations for teachers and students.		Jimmie Dancy	06/03/2022
	<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.			
10/2/17	Train all Reading Brave Time teachers to use the Instructional Grouping Profile Report and the Ready resources to meet the individual needs of students and close gaps in Reading.		Jimmie Dancy	06/03/2022
	<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.			
!	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
Initial Assessment:			To better meet the social-emotional needs of our students, supports and interventions are developed with the help of our guidance counselor and SAP coordinator to address issues within our school. Our active members have implemented various support groups and awareness opportunities. There is some communication between guidance counselors and teachers for awareness of particular students. We have a school CORE team that meet with grade levels to discuss the needs of the students.	Limited Development 05/24/2017		
How it will look when fully met:			WHMS teachers have been trained in Restorative Justice Practices. Restorative Justice is being implementing with fidelity to reduce unwanted student behaviors. Morning Meetings are pervasive school wide. Brave Time is implementing Math and ELA Acceleration classes for Tier 2 and Tier 3 students. Brave Time Wednesdays are dedicated to SEL Second Step Lessons school wide.		Dana Overcash	06/02/2022
Actions				0 of 5 (0%)		
	9/30/21	Teachers trained in Rtl Stored			Harry Efird	08/18/2021
	<i>Notes:</i>					
	9/30/21	Morning Meeting lessons distributed to staff			Dana Overcash	08/18/2021
	<i>Notes:</i>					
	9/30/21	Restorative Justice Goal Team			Harry Efird	08/18/2021
	<i>Notes:</i>					
	9/30/21	Teachers trained in Restorative Justice Practices			Harry Efird	10/01/2021
	<i>Notes:</i>					
	9/30/21	Staff trained in Second Step Platform			Dana Overcash	10/01/2021
	<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>		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.	Objective Met 09/30/21	Jimmie Dancy	06/05/2021
Actions					
	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.				
Implementation:		09/30/2021		
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.			