

## Comprehensive Progress Report

**Mission:**

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

**Vision:**

Vision: At WHMS students will exceed academically, emotionally, and physically throughout their middle school years.

**Goals:**

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.

A4.17 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.



! = Past Due Objectives

KEY = Key Indicator

|                            |            |   |   |                              |                    |                    |
|----------------------------|------------|---|---|------------------------------|--------------------|--------------------|
| <b>Core Function:</b>      |            | <b>Dimension A - Instructional Excellence and Alignment</b> |   |                              |                    |                    |
| <b>Effective Practice:</b> |            | <b>Student support services</b>                             |   |                              |                    |                    |
|                            | <b>KEY</b> | <b>A4.01</b>  | <b>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)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

|                            |  |                                   |  |  |
|----------------------------|--|-----------------------------------|--|--|
| <b>Initial Assessment:</b> | <p>We continue to work on implementation of our objectives in order to fully implement the best practices for our students. 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. We will 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. Our goal is to have more of our students proficient in Reading.</p> | Limited Development<br>05/24/2017 |  |  |
|----------------------------|--|-----------------------------------|--|--|

|   | Priority Score: 3   | Opportunity Score: 2 | Index Score: 6      |                       |                   |
|---|---|----------------------|---------------------|-----------------------|-------------------|
| <b>How it will look when fully met:</b> | <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> |                      |                     | <b>Stephanie Nash</b> | <b>05/31/2024</b> |
| <b>Actions</b>                          |   |                      | <b>5 of 8 (62%)</b> |                       |                   |
| 9/18/17                                 | All ELA teachers will be trained on how to use the Ready resources for teaching informational texts.  |                      | Complete 06/09/2023 | 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.   |                      | Complete 06/09/2023 | 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.   |                      | Complete 06/09/2023 | 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.  | Complete 06/09/2023 | 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.   |                     |              |            |
| 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. 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. Our goal is to have more students proficient in Reading. | Complete 05/28/2021 | Jimmie Dancy | 09/20/2023 |
|         | <i>Notes:</i>   |                     |              |            |
| 9/19/18 | Schedule and plan Data Days.  |                     | Jimmie Dancy | 05/24/2024 |
|         | <i>Notes:</i>   |                     |              |            |
| 9/7/23  | Administration will create and share a plan for i-Ready lesson expectations for teachers and students.  |                     | Jimmie Dancy | 05/24/2024 |
|         | <i>Notes:</i>   |                     |              |            |
| 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 | 05/24/2024 |
|         | <i>Notes:</i> Jaye Parks will do the training.  |                     |              |            |

|   |              |  |                              |                                   |                                     |
|---|--------------|--|------------------------------|-----------------------------------|-------------------------------------|
| <b>Implementation:</b>                  |              |  | 09/19/2018                   |                                   |                                     |
| <b>Evidence</b>                         |              | 5/7/2018   |                              |                                   |                                     |
| <b>Experience</b>                       |              | 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.   |                              |                                   |                                     |
| <b>Sustainability</b>                   |              | 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.  |                              |                                   |                                     |
| <b>KEY</b>                              | <b>A4.06</b> | <b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>   | <b>Implementation Status</b> | <b>Assigned To</b>                | <b>Target Date</b>                  |
| <b>Initial Assessment:</b>              |              | 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<br>05/24/2017 |                                     |
|   |              | Priority Score: 2  | Opportunity Score: 2         | Index Score: 4                    |                                     |
| <b>How it will look when fully met:</b> |              | 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.   |                              | <b>Objective Met<br/>09/07/23</b> | <b>Dana Overcash<br/>06/02/2022</b> |
| <b>Actions</b>                          |              |  |                              |                                   |                                     |
|   | 9/30/21      | Teachers trained in Rtl Stored   | Complete 06/09/2023          | Harry Efird                       | 08/18/2021                          |
| <i>Notes:</i>                           |              |  |                              |                                   |                                     |
|   | 9/30/21      | Morning Meeting lessons distributed to staff   | Complete 06/09/2023          | Dana Overcash                     | 08/18/2021                          |
| <i>Notes:</i>                           |              |  |                              |                                   |                                     |
|   | 9/30/21      | Restorative Justice Goal Team  | Complete 06/09/2023          | Harry Efird                       | 08/18/2021                          |
| <i>Notes:</i>                           |              |  |                              |                                   |                                     |

|   |  |  |                              |                    |
|---|--|--|------------------------------|--------------------|
| 9/30/21                                 | Teachers trained in Restorative Justice Practices  | Complete 06/09/2023  | Harry Efird                  | 10/01/2021         |
| <i>Notes:</i>                           |  |  |                              |                    |
| 9/30/21                                 | Staff trained in Second Step Platform  | Complete 06/09/2023  | Dana Overcash                | 10/01/2021         |
| <i>Notes:</i>                           |  |  |                              |                    |
| <b>Implementation:</b>                  |  | 09/07/2023   |                              |                    |
| <b>Evidence</b>                         | 9/7/2023 All teachers have fully implemented Second Step, new teachers have been trained, RTi stored is working and progressing, RJ has evolved into MTSS behavior.  |  |                              |                    |
| <b>Experience</b>                       | 9/7/2023 All parts of the objective have been met and completed.   |  |                              |                    |
| <b>Sustainability</b>                   | 9/7/2023 We have teams in place and MTSS that is working.  |  |                              |                    |
|   | <b>A4.17</b>   | <b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b> | <b>Implementation Status</b> | <b>Assigned To</b> |
| <b>Initial Assessment:</b>              | We best identify the students that need multi-tiered supports from our accumulated totals that are in Educator's Handbook. These disciplinary referrals are of two categories: minor incidents and office referral data. These are reported weekly/monthly. This data is discussed and a determination is made for the students that need to be placed on a Tiered level during our goal team meeting. Our MTSS Behavior Goal Team will focus on these students. We will assess how they do or do not respond after interventions are in place. Teachers have gone through the school handbook to review the practices and procedures at WHMS. Students have access to the online school handbook. | Limited Development<br>09/07/2023  |                              |                    |
| <b>How it will look when fully met:</b> | Our office referrals will decrease from 589 during the 2022-2023 school year to 489 at the end of the 2023-2024 school year.   |  | <b>Jimmie Dancy</b>          | <b>05/24/2024</b>  |
| <b>Actions</b>                          |  | <b>0 of 1 (0%)</b>   |                              |                    |
| 9/7/23                                  | Students will be placed on a multi-tiered system in order to give them targeted interventions.   |  | Dana Overcash                | 05/24/2024         |
| <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>              |   | 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<br>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. | <b>Objective Met<br/>09/30/21</b> | <b>Jimmie Dancy</b> | <b>06/05/2021</b> |
| <b>Actions</b>                          |   |   |                                   |                     |                   |
|   | 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. |   |                     |             |            |
| <b>Implementation:</b>  |   | 09/30/2021          |             |            |
| <b>Evidence</b>   | 5/7/2018 The staff provided quarterly newsletters that were sent to the parents.  |                     |             |            |
| <b>Experience</b>   | 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. |                     |             |            |
| <b>Sustainability</b>   | 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.                                   |                     |             |            |