

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 2022-2023, students will show 10 points growth from BOY to EOY grade level proficient in iReady Math. By the end of 2022-2023, students will show 15 points growth from BOY to EOY grade level proficient as measured by iReady Reading. All grade levels and subject areas will be utilizing WICOR strategies in lesson planning, All Math classes will be utilizing Ready Curriculum and Maneuvering in the Middle in the Math classroom. All ELA classes will be utilizing Springboard, Pre-AP Eng I & 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 Time interventions with 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, iReady lessons and Lexia lessons. Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.

By the end of the 2022-2023 school year, student office referrals from 1261 (21-22) will be reduced by following MTSS guidelines, AVID classrooms, CKH strategies and WICOR strategies to meet students academic and behavioral needs to be similar or below 504 ODRs in 19-20.



! = 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
Initial Assessment:			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, during Mustang time. Students were placed in intervention courses during Mustang time every Fall, using Fall diagnostic levels. Enrichment classes are available (through student choice) for students who do not need intervention (Tier 1). AVID Elective classes have been initiated to offer extra support to students to prepare as college and career ready. WIMS has used 2nd Step Curriculum in addition to implementing Capturing Kids Hearts	Limited Development 09/17/2023		
How it will look when fully met:			<p>By the end of the 2023-2024 school year, student office referrals will be reduced by 25 % (from 1461) by following MTSS guidelines, teaching and reinforcing classroom and school expectations and routines, teaching 2nd Step lessons, and various vocabulary strategies like WICOR strategies to meet students academic and behavioral needs.</p> <p>(Reduction of 365 referrals: approx. 25% from a comparison of referrals from 22-23 per quarter)</p> <p>Action Steps: Reviewing Major vs. Minor Referrals in EdHandbook, Pride Matrix, ID team meetings, Parent Communication (email, phone, parent conference), Second Step, CKH</p> <p>When fully met, staff members will be able to fully manage classroom level incidents with minimal disruptions to classroom learning. Staff will be able to teach and maintain positive learning routines as well as positively reward students for following routines and expectations. Staff will be able to use the minor disciplinary tools available such as warnings, parent contacts, bouncing (behave in/out), lunch detention, after school detention, mediation, restorative practices, etc. as consequences that would reduce the need to refer students to the office for more stringent consequences.</p>		Rhonda Waugh	05/30/2025
Actions				2 of 3 (67%)		
	9/17/23	Staff training for classroom vs office managed - flow chart.	Complete 08/07/2023	Angel Dalton	08/07/2023	

<i>Notes:</i>				
9/17/23	Teach classroom and school expectations PRIDE matrix	Complete 08/25/2023	Angel Dalton	08/30/2023
<i>Notes:</i> Completed w/ 6th grade as a community. Made announcements each morning to remind other staff to complete lessons.				
9/17/23	Ongoing classroom management professional development		Sarah Boles	05/30/2025
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	WIMS staff has completed training on AVID/WICOR strategies to apply rigor and relevance into the lesson planning. PLC teams along with Content Coaches determine essential learning components and collaboratively design lessons. Professional Development will be offered through the year to assist teachers in rigor and relevance. WIMS staff will progress monitor and provide interventions in each academic class.	Limited Development 10/25/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>By the end of 2022-2023, students will show 10 points growth from BOY to EOY grade level proficient in iReady Math. By the end of 2022-2023, students will show 15 points growth from BOY to EOY grade level proficient in iReady Reading.</p> <p>All grade levels and subject areas will be utilizing WICOR/AVID strategies and holding an intervention day once a week. All assessments will be developed by PLCs as common assessments.</p> <p>Math: All Math classes will be utilizing Ready Curriculum and Maneuvering in the Middle, in the Math classroom. Interventions to improve math scale score on NC EOG will include the iReady lessons as well as AVID Strategies. Strategies will be to continue professional development on differentiated instruction and best practices as well as WICOR strategies.</p> <p>Reading: All ELA classes will be utilizing Springboard, Pre-AP for Eng I and the Ready Curriculum in the ELA classroom. Interventions to improve reading scale score on NC EOG and the iReady assessment include the use of AVID of strategies, iReady lessons and Lexia. Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.</p>	Objective Met 08/21/23	Angel Dalton	06/02/2023
Actions				
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.

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.	Complete 06/01/2020	Anne Jordan, Rhonda Waugh, Rebecca Johnson, Sara H	06/01/2020
<i>Notes:</i> Due to COVID-19 school closure, the Spring iReady assessment was not given or analyzed.				

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.	Complete 06/08/2020	David Ivey	06/08/2020
<i>Notes:</i>				
9/14/20	PLC Meetings used to discuss lesson planning, collaboration, design and common assessments	Complete 06/01/2021	Angel Dalton	06/01/2021
<i>Notes:</i> Each PLC will meet weekly (subject by grade level), as well as monthly for departments (school level). In these meetings collaborative discussions will take place focusing on lesson planning and incorporating Ready materials. PLCs will plan to meet weekly or bi weekly with Content Coaches.				
9/14/20	School focus on a WICOR strategy to focus on each quarter of the school year. 1st Qtr is focus note taking - Cornell & Two Column, 2nd organization - Canvas, 3rd quarter reading - critical reading skills, 4th qtr collaboration - Kagan strategies.	Complete 06/01/2021	Angel Dalton	06/01/2021
<i>Notes:</i> Along with these year long WICOR strategies, Gear Up week will focus on college and career ready skills such as goal setting, career exploration and virtual college tours; 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.				
10/13/21	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.	Complete 09/23/2021	Patrick Cline	09/23/2021
<i>Notes:</i>				
10/13/21	Check in 1 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 06/09/2022	TJ Brinkman	10/28/2021
<i>Notes:</i>				

10/13/21	Winter 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.	Complete 02/03/2022	Patrick Cline	01/01/2022
<i>Notes:</i>				
10/13/21	PLC Meetings used to discuss lesson planning, collaboration, design and common assessments	Complete 06/09/2022	Henry Hall	01/01/2022
<i>Notes:</i> Grade Level/Subject alike teacher team's weekly meeting. Meeting data review at MOY				
10/13/21	Targeted vocabulary instruction using WordBuild Vocabulary Elements and Wordly Wise in Core instruction and Tier 2 to support EC/ESL students.	Complete 06/09/2022	Candi Chism	01/01/2022
<i>Notes:</i> ELA Dept Goal				
9/11/21	WICOR strategy coaching and implementation discussion during PLCs to address learning deficits with subgroups: Black, Hispanic, White, Economically Disadvantaged and English as a Second Language.	Complete 06/09/2022	Henry Hall	01/01/2022
<i>Notes:</i> Review weekly use of strategies during PLC meetings. Review at MOY				
9/11/21	Intervention day: Teachers will provided targeted weekly interventions to students based on academic data.	Complete 06/09/2022	Angel Dalton	01/01/2022
<i>Notes:</i> Admin weekly review as a PLC member during meetings. Review at MOY				
10/13/21	Check in 2 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 03/17/2022	TJ Brinkman	02/01/2022
<i>Notes:</i>				
10/13/21	Check in 3 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 04/21/2022	TJ Brinkman	05/01/2022
<i>Notes:</i>				
10/13/21	Spring 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.	Complete 06/09/2022	Patrick Cline	06/01/2022
<i>Notes:</i>				
9/21/22	Check in 1 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 11/15/2022	Monica Setzer	11/18/2022
<i>Notes:</i>				

9/21/22	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.	Complete 02/21/2023	Angel Dalton and Lynn Findley	02/01/2023
<i>Notes:</i>				
9/21/22	Winter 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.	Complete 02/21/2023	Shawn Sigmon	02/02/2023
<i>Notes:</i>				
9/21/22	Check in 2 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 04/03/2023	Stephanie Anderson	04/01/2023
<i>Notes:</i>				
9/21/22	Check-in 3 results will be analyzed by grade level teams and remediation courses and classroom instruction will be adjusted to promote sustained growth in all students.	Complete 05/01/2023	Mariah Wellman	05/01/2023
<i>Notes:</i>				
9/21/22	Spring 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.	Complete 06/02/2023	Mary Diggs Garris	06/02/2023
<i>Notes:</i>				
9/21/22	PLC Meetings used to discuss lesson planning, collaboration, design and common assessments	Complete 06/02/2023	Stephanie Leander	06/02/2023
<i>Notes:</i>				
9/22/22	Analyze student data from targeted tutoring instruction and the use of Lexia Learning to address learning deficits with subgroups: Black, Hispanic, White, Economically Disadvantaged and English as a Second Language.	Complete 06/02/2023	Brenda Tab	06/02/2023
<i>Notes:</i>				
9/21/22	Continue WICOR strategy coaching and implementation discussion during PLCs to address learning deficits with subgroups: Black, Hispanic, White, Economically Disadvantaged and English as a Second Language.	Complete 06/02/2023	Rhonda Waugh	06/02/2023
<i>Notes:</i>				
9/21/22	Targeted vocabulary instruction using WordBuild Vocabulary Elements and Wordly Wise in Core instruction and Tier 2 to support EC/ESL students.	Complete 06/02/2023	Breanna McNamara	06/02/2023
<i>Notes:</i>				
Implementation:		08/21/2023		

Evidence	8/21/2023 Met SIP Goal of growing 10% BOY to EOY in math and 15% BOY to EOY in ELA.			
Experience	9/14/2017			
Sustainability	8/21/2023 Continuing similar action steps but focusing on another indicator to give a different perspective to reach goals.			
A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Vocabulary is taught in each subject area and with various methods. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension and based on our current reading growth data -6.15, our students need the additional support in all content areas. Data - https://docs.google.com/spreadsheets/d/1SOq-2rstbAK7oWUhRolaW993qGf4aLA0BRS-bGRQt7E/edit#gid=463659008	Limited Development 09/17/2023		

<p>How it will look when fully met:</p>	<p>Goal 1: WIMS students will show 10% growth in Math, Reading and 8th grade Science from the previous school year as measured by the End Of Grade assessment.</p> <p>Action Steps: Individual data spreadsheets & teacher analysis in PLCs, teacher action plans, student data folders, PDP Goals, Master Teachers support, Mustang Time intervention w/ Ready, Lexia, iReady lessons/scores, Common Lit, Pre-AP and SpringBoard resources.</p> <p>6th</p> <p>ELA 29. 2 to 32.1</p> <p>MA 42 to 46</p> <p>7th</p> <p>ELA 21.1 to 23</p> <p>MA 30.4 to 33.4</p> <p>8th</p> <p>ELA 35 to 38.5</p> <p>MA 40.8 to 44.9</p> <p>Sci 55.9 to 60</p> <p>Overall as a school 39 to 42.9 (43)</p>		<p>Stephanie Anderson</p>	<p>05/30/2025</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
	<p>9/17/23 iReady diagnostic results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.</p>	<p>Complete 09/08/2023</p>	<p>Lindsey Watts</p>	<p>10/01/2023</p>
<p><i>Notes:</i></p>				
	<p>9/17/23 Winter iReady diagnostic results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.</p>		<p>Lindsey Watts</p>	<p>02/01/2024</p>

<i>Notes:</i>				
9/17/23	Spring iReady diagnostic results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.		Lindsey Watts	05/30/2024
<i>Notes:</i>				
9/17/23	Monitored use of programs purchased to support vocabulary instruction - Nearpod and Flocabulary.		Linda Campbell	05/30/2024
<i>Notes:</i>				
9/17/23	Targeted vocabulary instruction using WordBuild Vocabulary Elements and Wordly Wise in Core instruction and Tier 2 to support EC/ESL students.		Lauren Bumgarner	05/30/2024
<i>Notes:</i>				
9/17/23	Ongoing professional development clinics in vocabulary instruction.		Angel Dalton	05/30/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		WIMS staff has completed training on AVID/WICOR strategies to apply rigor and relevance into the lesson planning. PLC teams along with Content Coaches determine essential learning components and collaboratively design lessons. Professional Development will be offered through the year to assist teachers in rigor and relevance. WIMS staff will progress monitor and provide interventions in each academic class. Staff have completed some professional development in regards to differentiation.	Limited Development 09/17/2023		

**How it will look
when fully met:**

Goal 1: WIMS students will show 10% growth in Math, Reading and 8th grade Science from the previous school year as measured by the End Of Grade assessment.

Quarterly (by Check-in Goals) - students will show 10% growth from the previous assessment, Check-in or Benchmark in every content area.

Action Steps: Individual data spreadsheets & teacher analysis in PLCs, teacher action plans, student data folders, PDP Goals, Master Teachers support, Mustang Time intervention w/ Ready, Lexia, iReady lessons/scores, Common Lit, Pre-AP and SpringBoard resources.

6th

ELA 29.2 to 32.1

MA 42 to 46

7th

ELA 21.1 to 23

MA 30.4 to 33.4

8th

ELA 35 to 38.5

MA 40.8 to 44.9

Sci 55.9 to 60

Overall as a school 39 to 42.9 (43)

Angel Dalton

05/30/2025

Actions		0 of 9 (0%)		
9/17/23	Check in 1 results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.		Monica Setzer	11/12/2023
<i>Notes:</i>				
9/17/23	Check in 2 results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.		Shawn Sigmon	03/01/2024
<i>Notes:</i>				
9/17/23	Check in 3 results will be analyzed by grade level PLC teams and acceleration courses and classroom instruction will be adjusted to promote sustained growth in all students.		Olivia Atchley	05/01/2024
<i>Notes:</i>				
9/17/23	Ongoing professional development clinics is provided to staff detailing various differentiation strategies.		Angel Dalton	05/30/2024
<i>Notes:</i>				
9/17/23	Continue WICOR strategy coaching and implementation discussion during PLCs to address learning deficits with subgroups: Black, Hispanic, White, Economically Disadvantaged and English as a Second Language		Henry Hall	05/30/2024
<i>Notes:</i>				
9/17/23	PLC Meetings used to discuss lesson planning, collaboration, design and common assessments.		Sarah Boles	05/30/2024
<i>Notes:</i>				
9/17/23	Creation of student data folders and classroom data discussions.		Mary Diggs-Garris	05/30/2024
<i>Notes:</i>				
9/17/23	Progress monitoring for classroom instructional needs and use of differentiation strategies. (Powerhour)		Sarah Boles	05/30/2024
<i>Notes:</i>				
9/17/23	Teachers create student data spreadsheets and monitor student progress.		Alyssa Robinson	05/30/2024
<i>Notes:</i>				

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
<p><i>Initial Assessment:</i></p>			<p>Teachers use differentiated activities and lessons to provide access to the curriculum on a regular basis.</p> <p>Tier 2 students are provided additional support through remediation and intervention programs/classes, during Mustang time. Students were placed in intervention courses during Mustang time every Fall, using Fall diagnostic levels.</p> <p>Enrichment classes are available (through student choice) for students who do not need intervention (Tier 1). AVID Elective classes have been initiated to offer extra support to students to prepare as college and career ready.</p> <p>WIMS will also be focusing on the social and emotional needs of our students as we initiate Mustang Moment (Morning Meetings) using 2nd Step Curriculum in addition to implementing Capturing Kids Hearts</p>	<p>Limited Development 10/25/2016</p>		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>MTSS Behavior Goal</p> <p>By the end of the 2022-2023 school year, student office referrals from 1261 will be reduced by following MTSS guidelines, AVID classrooms and WICOR strategies to meet students academic and behavioral needs to be similar or less than 2019-2020 at 504.</p> <p>MTSS Academic Goal</p> <p>By the end of 2022-2023, students will show 10 points growth from BOY to EOY grade level proficient in iReady Math. By the end of 2022-2023, students will show 15 points growth from BOY to EOY grade level proficient in iReady in Reading.</p> <p>All grade levels and subject areas will be utilizing WICOR/AVID strategies in lesson planning.</p> <p>Math: All Math classes will be utilizing Ready Curriculum in the Math classroom. Interventions to improve math scale score on NC EOG include the Ready Curriculum & Maneuvering in the Middle, as well as AVID/WICOR strategies. Strategies will be to continue professional development on differentiated instruction and best practices as well as WICOR/AVID strategies.</p> <p>Reading: All ELA classes will be utilizing Springboard or Pre-AP Eng I & the Ready Curriculum in the ELA classroom. All assessments will be developed by PLCs as common assessments. Interventions to improve reading scale score on NC EOG and iReady include AVID/WICOR strategies and iReady. Strategies will be to continue professional development on differentiated instruction and best practices and WICOR strategies.</p>			Sarah Boles	05/30/2025
Actions			24 of 25 (96%)		
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 place in correct level of reading or math for intervention.				

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	Complete 06/01/2020	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 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. 2nd Step curriculum will be used for Mustang Moment.	Complete 06/01/2021	Nissa Ziglar	06/01/2021
<i>Notes:</i>				
9/21/18	Reading and Math department will report out to SIT on progress by sharing celebrations, OFIs and next steps	Complete 06/01/2021	Henry Hall and Patrick Cline	06/01/2021
<i>Notes:</i>				
9/26/19	AVID elective classes have been created to help students organize and prepare to be career and college ready	Complete 06/01/2021	Angel Dalton	06/01/2021
<i>Notes:</i>				
9/26/19	WICOR strategies have been introduced schoolwide as each grade level is focusing on a large area.	Complete 06/01/2021	Rebecca Wilbur	06/01/2021
<i>Notes:</i>				
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	Complete 06/01/2021	Samantha Little	06/01/2021
<i>Notes:</i> Spreadsheet is created and update with information from diagnostics, standards masteries, CAs and BAs.				
9/11/21	AVID elective classes have been created to help students organize and prepare to be career and college ready	Complete 08/06/2021	Angel Dalton	08/01/2021
<i>Notes:</i> Increased student enrollment in 6th grade to have two AVID elective classes.				
10/13/21	Capturing Kids Hearts professional development for all staff members	Complete 08/03/2021	Angel Dalton	08/03/2021
<i>Notes:</i> Completed				
10/13/21	Second Step Refresher and New Teacher Training	Complete 09/22/2021	Nissa Ziglar	09/22/2021
<i>Notes:</i> Completed				

9/11/21	Spreadsheet created to track student performance, growth and progress throughout the year to include, BAs, CAs, iReady and Standards Mastery	Complete 10/08/2021	Samantha Little	10/01/2021
<i>Notes:</i> Updated after iReady and Check-in testing				
10/13/21	Process Champion Training 1	Complete 10/07/2021	Rebecca Pate	10/07/2021
<i>Notes:</i> Team to reinforce the power of Capturing Kids Hearts to be engrained in the school culture.				
10/13/21	AVID Site Team Meetings	Complete 06/09/2022	Rebecca Wilbur	10/13/2021
<i>Notes:</i> Review AVID Elective student data and WICOR strategy implementation.				
9/11/21	Implement Capturing Kids Hearts into daily classroom practices to influence the overall culture of engaging relationships with students.	Complete 06/09/2022	Rebecca Pate	01/01/2022
<i>Notes:</i> Professional development of staff 8/2/21-8/3/21. Process Champion training 10/7. Will review at MOY for process changes.				
9/11/21	Continue Mustang Moment using the 2nd Step curriculum one day a week used to focus on the social and emotional needs of our students here at WIMS. There will 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.	Complete 06/09/2022	Nissa Ziglar	01/01/2022
<i>Notes:</i> Will review at MOY				
10/28/16	All Reading and Math intervention groups will progress monitor bi-weekly	Complete 06/09/2022	Rebecca Wilbur	01/01/2022
<i>Notes:</i> Data from iReady will be used to discuss continuous improvement with individual students as well as track performance and advancement.				
9/21/22	Second Step Refresher and New Teacher Training	Complete 09/19/2022	Nissa Ziglar	09/19/2022
<i>Notes:</i> Training complete				
9/21/22	Individual teacher spreadsheets will be created and updated to track student performance, growth and progress throughout the year to include, BAs, Check-ins, iReady, etc.	Complete 10/04/2022	Olivia Atchley	10/01/2022
<i>Notes:</i> Updated on Data Days.				
9/21/22	Continue Mustang Moment using the 2nd Step curriculum one day a week used to focus on the social and emotional needs of our students here at WIMS. There will 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.	Complete 06/02/2023	Nissa Ziglar	06/02/2023

<i>Notes:</i>				
9/21/22	AVID Site Team Meetings	Complete 06/02/2023	Henry Hall	06/02/2023
<i>Notes:</i>				
9/21/22	WICOR strategies have been introduced schoolwide as each grade level is focusing on a large area.	Complete 06/02/2023	Rhonda Waugh	06/02/2023
<i>Notes:</i>				
9/21/22	Capturing Kids Hearts professional development for all staff members.	Complete 06/02/2023	Angel Dalton	06/02/2023
<i>Notes:</i>				
9/21/22	Reading and Math department will report out to SIT on progress by sharing celebrations, OFIs and next steps	Complete 06/02/2023	Breanna McNamara and Lindsay Watts	06/02/2023
<i>Notes:</i> Departments meet every other month.				
9/17/23	A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)		Katie Rogers	05/30/2025
<i>Notes:</i> Changed focus of this indicator.				
Implementation:		09/14/2017		
Evidence	9/14/2017			
Experience	9/14/2017			
Sustainability	9/14/2017			

	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>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, during Mustang time. Students were placed in intervention courses during Mustang time every Fall, using Fall diagnostic levels. Enrichment classes are available (through student choice) for students who do not need intervention (Tier 1). AVID Elective classes have been initiated to offer extra support to students to prepare as college and career ready. WIMS has been focusing on the social and emotional needs of our students as we initiate Mustang Moment (Morning Meetings) using 2nd Step Curriculum in addition to implementing Capturing Kids Hearts.</p>	Limited Development 09/17/2023			
<i>How it will look when fully met:</i>	<p>By the end of the 2023-2024 school year, student office referrals will be reduced by 25 % (from 1461) by following MTSS guidelines, teaching and reinforcing classroom and school expectations and routines, teaching 2nd Step lessons, and various vocabulary strategies like WICOR strategies to meet students academic and behavioral needs.</p> <p>(Reduction of 365 referrals: approx. 25% from a comparison of referrals from 22-23 per quarter)</p> <p>Action Steps: Reviewing Major vs. Minor Referrals in EdHandbook, Pride Matrix, ID team meetings, Parent Communication (email, phone, parent conference), Second Step, CKH</p>		Katie Rogers	05/30/2024	
Actions			1 of 6 (17%)		
	9/17/23	Second Step refresher training as well as trained new staff to implement the 2nd Step Program.	Complete 09/08/2023	Katie Rogers	09/30/2023
<i>Notes:</i>					
	9/17/23	Frequent monitoring of students on Check and Connect.		Sarahcate Hoffman	05/30/2024
<i>Notes:</i>					
	9/17/23	Weekly learning circle using 2nd Step resources.		Mariah Wellman	05/30/2024

<i>Notes:</i>				
9/17/23	Review Capturing Kids Hearts principals and continue to incorporate into classroom practices.		Kristie Love	05/30/2024
<i>Notes:</i>				
9/17/23	Ongoing support for students experiencing behavioral and emotional difficulties with group counseling services - Grief, Friendship, Good choices, etc groups.		Katie Rogers	05/30/2024
<i>Notes:</i>				
9/17/23	Progress monitoring for behavioral concerns and referrals to the Behavioral team. (Powerhour)		Angel Dalton	05/30/2024
<i>Notes:</i>				

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			
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>		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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<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 08/26/23	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 opportunities	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				
Implementation:		08/26/2023		

<i>Evidence</i>	8/26/2023			
<i>Experience</i>	8/26/2023			
<i>Sustainability</i>	8/26/2023			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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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
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<i>Initial Assessment:</i>		<p>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.</p>	Limited Development 10/25/2016		
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How it will look when fully met:					
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Actions					
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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>					