

## 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>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<b>A1.05</b>	<b>ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Limited Development 09/08/2024		
<i>How it will look when fully met:</i>		Student scores will show growth in all areas.		Jimmie Dancy	06/01/2024
<b>Actions</b>					

Notes:

!	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 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 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>0 of 5 (0%)</b>		
	9/9/24	Create list of students who were Level 3 or non-proficient on 23-24 Math and Reading EOG.		Stephanie Nash	09/01/2024
	<i>Notes:</i>				
	9/9/24	Created intervention groups for math and reading per grade level using EOG and diagnostic 1 scores.		Stephanie Nash	09/01/2024
	<i>Notes:</i>				
	9/9/24	Created Reading Rocks: A brave time class is for students who are “level 3” or “not proficient” in Reading according to the EOG for 23-24. This class will begin with 2 weeks of library time to match kids with a high interest book and provide silent sustained reading. These students will cycle between media and ELA class that will include activities to help spark interest and love of reading. Teachers will help kids see growth as it correlates to a progress monitoring system using easyCBM.		Stephanie Nash	09/13/2024
	<i>Notes:</i>				

9/9/24	Created an ELA Academy intervention is tailored to students who have greater needs. These students will use Lexia® PowerUp Literacy® to accelerate literacy gains for students who are at risk of not meeting College- and Career-Ready Standards. PowerUp enables students to make multiple years of growth in a single academic year.		Stephanie Nash	09/13/2024
<i>Notes:</i>				
9/9/24	Created Math Boost Brave Time Class: Students placed in Math Boost are identified through EOG scores and iReady diagnostic data. Students will set goals based on their iReady data for the math topics they need to improve. Lindsey Watts is creating lessons to support teachers that combine a blend of small group instruction, and whole-class problem solving lessons. --		Jimmie Dancy	09/13/2024
<i>Notes:</i>				
<b>Implementation:</b>		09/09/2024		
<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.			

	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.(5856)	Implementation Status	Assigned To	Target Date
<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 09/07/2023			
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
<b>How it will look when fully met:</b>	Our office referrals will decrease from 495 during the 2032-2024 school year to 446 at the end of the 2024-2025 school year. This is a decrease of 10%.		<b>Nissa Ziglar</b>	<b>05/16/2025</b>	
<b>Actions</b>		<b>1 of 12 (8%)</b>			
9/9/24	Tier 1- Active Supervision in am pm hallway and cafeteria		Jimmie Dancy	08/12/2024	
<i>Notes:</i>					
9/9/24	Tier 1- Teachers lead Second Step lessons every Monday.		Anodrew Zito	08/19/2024	
<i>Notes:</i>					
9/9/24	Tier 1-Staff and admin meet bi weekly for Kid Talk. Grade level teachers, administrator, and counselors meet to identify students needing support in the areas of behavior, academics, or attendance. The team discusses next step interventions for individual students.		Stephanie Nash	08/25/2024	
<i>Notes:</i>					
9/9/24	Tier 1- School wide expectations posted in classrooms.		Nissa Ziglar	09/01/2024	
<i>Notes:</i>					
9/9/24	Tier 2- Check and Connect for students with 3 or more ODR's 30 day timeline. Ziglar and Zito		Anodrew Zito	09/01/2024	

<i>Notes:</i>				
9/9/24	Tier 2 - Referral to SAP counselor when necessary.		Anodrew Zito	09/01/2024
<i>Notes:</i>				
9/9/24	Tier 3- Referrals to school-based therapy for students who need intensive counseling.		Nissa Ziglar	09/01/2024
<i>Notes:</i>				
9/9/24	Tier 1 - Pride Matrix posted throughout the school		Nissa Ziglar	09/06/2024
<i>Notes:</i>				
9/9/24	Tier 3 - MTSS Behavior Goal Team Monitors Data after each 9 weeks.		Jimmie Dancy	09/09/2024
<i>Notes:</i>				
9/9/24	Tier 1- Selection by staff of Student's of the Month		Nissa Ziglar	10/01/2024
<i>Notes:</i>				
9/9/24	Tier 1 -Quarterly Dances for students with no discipline, 85% attendance, failing no more than one class.		Jimmie Dancy	10/09/2024
<i>Notes:</i>				
9/7/23	Tier 1- Students will be placed on a multi-tiered system in order to give them targeted interventions.	Complete 09/06/2024	Nissa Ziglar	05/16/2025
<i>Notes:</i>				
<b>Implementation:</b>		09/06/2024		
<b>Evidence</b>	9/6/2024 ODR's were decreased by 9%.			
<b>Experience</b>	9/6/2024 9/6/2024 MTSS amounts of ODR's were reduced.			
<b>Sustainability</b>	9/6/2024 MTSS will be in place throughout the year as well as "Kid Talks" 2 x per month.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		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		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		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 09/06/24</b>	<b>Nissa Ziglar</b>	<b>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>			09/06/2024		

<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.			