

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. SIP Goals: Math Goal-WHMS will increase its Math proficiency scores in all three grade levels on the 25-26 EOG by 5%. 6th grade-75.0 to 80.0 7th grade-65.4 to 70.4 8th grade-59.4 to 65.4 Reading Goal-WHMS will increase its Reading proficiency scores in all three grade levels on the 25-26 EOG by 5%. 6th grade-62.5 to 67.5 7th grade-60.6 to 65.6 8th grade-60.7 to 65.7 Science Goal-WHMS will increase its 8th grade Science proficiency scores on the 25-26 EOG by 5% from 73.8 to 78.8.

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. *SIP Goal WHMS will have a 10% reduction in ODR's in 25-26 as compared to 24-25 data. School goal for Office Discipline Referrals is 320 (or a reduction of 35 ODR's).



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.05	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)	Implementation Status	Assigned To	Target Date
<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
Actions						
<i>Notes:</i>						
	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>			We continue to work on implementation of our objectives in order to fully implement the best practices for our students. We use the IXL for both Reading and Math as a universal screening. We administer the Diagnostic three times per year. 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 IXL 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 IXL 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.	Limited Development 05/24/2017		

	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>			Stephanie Nash	05/22/2026
Actions			0 of 4 (0%)		
	9/9/24	Identify students who were Level 3 or non-proficient on 24-25 Math and Reading EOG. Next using the first IXL diagnostic for beginning of the year filter students who are below grade or very below grade and tier them into an IXL intervention Brave Time class or the Reading Boost Brave Time class.		Stephanie Nash	09/30/2025
<i>Notes: **our Brave Time class begins 9/23</i>					

9/9/24	<p>Created Reading Boost: A brave time class for students who are “level 3” and “below grade” on IXL beginning of year diagnostic. We used the EOG data from 24-25. School wide students visit the library through ELA and are introduced to the organization of the media center and all of the online tools available to find high interest books for each student. The goal of this class is to help students grow reading comprehension and reading stamina. Daily, protected reading time is the most effective way to build these skills, and we know this routine will give students the boost they need. Mini-lesson (5 min): One comprehension strategy. Independent reading (20→30 min): Start at 20 and build stamina; keep it quiet and uninterrupted. Written reflection (3–5 min): I’m attaching a reflection page you can copy every other week. I would like to get Half-size journals; use the reflection page until we have more information. Teacher role: Model a quick think-aloud, read while students read, confer quietly, and protect the reading block.</p>		Stephanie Nash	09/30/2025
<i>Notes:</i>				
9/9/24	<p>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.</p>		Stephanie Nash	09/30/2025
<i>Notes:</i>				
9/9/24	<p>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.</p> <p>--</p>		Jimmie Dancy	09/30/2025
<i>Notes:</i>				
Implementation:		09/09/2024		
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.			
	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
Initial Assessment:		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		
How it will look when fully met:		Our office referrals will decrease from 355 during the 2024-2025 school year to 320 at the end of the 2025-2026 school year. This is a decrease of 10%.		Nissa Ziglar	05/01/2026
Actions			1 of 12 (8%)		
9/9/24	Tier 1- School wide expectations posted in classrooms.		Complete 09/23/2025	Nissa Ziglar	08/30/2025
<i>Notes:</i>					
9/9/24	Tier 1- Active Supervision in am pm hallway and cafeteria			Jimmie Dancy	05/01/2026
<i>Notes:</i>					
9/9/24	Tier 1-Staff and admin meet monthly 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	05/01/2026
<i>Notes:</i>					
9/7/23	Tier 1- Students will be placed on a multi-tiered system in order to give them targeted interventions.			Nissa Ziglar	05/01/2026
<i>Notes:</i>					

9/9/24	Tier 1 - Pride Matrix posted throughout the school		Nissa Ziglar	05/01/2026
	<i>Notes:</i>			
9/9/24	Tier 1- Selection by staff of Student's of the Month		Nissa Ziglar	05/01/2026
	<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	05/01/2026
	<i>Notes:</i>			
9/9/24	Tier 2 - Referral to SAP counselor when necessary.		Anodrew Zito	05/01/2026
	<i>Notes:</i>			
9/9/24	Tier 3- Referrals to school-based therapy for students who need intensive counseling.		Nissa Ziglar	05/01/2026
	<i>Notes:</i>			
9/9/24	Tier 3 - MTSS Behavior Goal Team Monitors Data after each 9 weeks.		Jimmie Dancy	05/01/2026
	<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	12/10/2026
	<i>Notes:</i>			
9/9/24	Tier 1- Teachers lead Ever Fi lessons every Wednesday.		Anodrew Zito	12/10/2026
	<i>Notes:</i>			
Implementation:		09/06/2024		
Evidence	9/6/2024 ODR's were decreased by 9%.			
Experience	9/6/2024 9/6/2024 MTSS amounts of ODR's were reduced.			
Sustainability	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.	Objective Met 09/06/24	Nissa Ziglar	06/02/2022
Actions					
	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>				
Implementation:			09/06/2024		

Evidence	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.			
Experience	9/7/2023 All parts of the objective have been met and completed.			
Sustainability	9/7/2023 We have teams in place and MTSS that is working.			