



**Wheatmore High School
School Improvement Plan
2022-2023**

Comprehensive Progress Report

Mission:

Committed to the mission of enduring student successes, Wheatmore High School achieves this mission by: creating a student-centered school, developing collaborative culture, modeling respect, focusing on learning not teaching, establishing a positive environment, and instilling pride and ownership.

Vision:

Wheatmore High School fosters a collaborative culture focusing on learning by modeling respect and school pride in a student-centered environment.

Goals:

By June 2023, as measured by our Membean software, 50% of Wheatmore students will work on vocabulary 2 days a week for 30 minutes. (A4.01, A4.03, and C2.01)

By June 2023, as measured by our performance composite scores, Wheatmore High School will increase our school performance grade score by 3%. (A4.01, A4.03, and C2.01)

By June 2023, as measured by the FAM-S scoring summary at the school level, 50% of Wheatmore students will grow one level in vocabulary using Membean. (A4.01, A4.03, and C2.01)



! = 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 | |
| <i>Initial Assessment:</i> | | Below is Wheatmore's current level of implementation efforts for this indicator. 2017 Teachers are working towards being more consistent across the board in all classrooms. School expectations have been set by the administration and will be monitored throughout the school year. 2020 | Limited Development 08/03/2021 | | | |

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| | <p>All teachers will establish procedures for "mask breaks" in each class period as well as time for students to wash hands, desks, and classroom materials.</p> <p>2021</p> <p>Teachers are working towards being more consistent across the board in all classrooms. School expectations have been set by the administration and will be monitored throughout the school year.</p> <p>2022</p> <p>Teachers are working towards being more consistent across the board in all classrooms. School expectations have been set by the administration and will be monitored throughout the school year. Staff is not allowing students out of class for the first 10 minutes and the last 10 minutes of class.</p> | | | |
| How it will look when fully met: | All teachers will establish and post classroom rules and procedures. They will instruct and reinforce each student for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after the fact. Classroom management will be more than posting a list of "dos and don'ts" on the classroom wall and expecting all students will happily and consistently follow every rule. | | Eric Johnson | 08/27/2025 |
| Actions | | 0 of 1 (0%) | | |
| | 9/9/21 All Wheatmore teachers will teach bell to bell. | | Kelly Ivey | 08/23/2025 |
| | <i>Notes:</i> We are not currently working on this indicator. | | | |

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| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | | Curriculum and instructional alignment | | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Below is Wheatmore's current level of implementation efforts for this indicator. | Limited Development 08/03/2021 | | |

2017

- Teachers are required to make lesson plans aligning with the state standards and share them with the administrators.
- Professional Learning Communities (PLCs), based on subject, follow a county pacing guide that aligns to the state guidelines and meet on a regular basis to compare common assessments that are also based on the state standards.
- Mathematical Design Collaborative (MDC) Team for Math 1 plans lessons and assessments together within the guidelines of the county pacing guide.
- School-based summer workshops for teachers are offered, with a stipend, to consider the standards of Math 1, Math 2, and Math 3.
- Literacy Design Collaborative (LDC) is being incorporated for 50% of the staff in year 2 of the program. This aligns with the literacy standards for each core and CTE class.
- Pacing guides and syllabi are submitted to the lead teacher to review each semester.
- Honors and Advanced Placement (AP) contracts are developed each year for consistency among all subject areas.
- Spot Checks are conducted monthly for all teachers by the lead teacher and feedback is provided.

2018

- Go and See procedures are with a team of teachers for easier collaboration.
- Lesson Plans are expected weekly for leadership review.
- County PLC sessions are required for Core teachers.

2020

- All lessons will be provided for all students via Canvas. Students can access all classroom materials online.

2021

- Student Warriors Achieving Greatness (SWAG) has been reinstated for the school year.
- The lead teacher provides daily lesson plans for all teachers to follow during SWAG.
- A school-wide vocabulary competition has been developed with the computer software Membean.

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| | <ul style="list-style-type: none"> Communication with Wheatmore Middle has started taking place and vertical alignment will begin this school year. <p>2022</p> <ul style="list-style-type: none"> SWAG has more procedures in place for students to get remediation/enrichment opportunities. The lead teacher and Assistant principal are provided weekly PLC training for all staff. A school-wide vocabulary expectation has been developed with the computer software Membean during all student's 2nd block classes. Students are expected to complete 2 - 15 minute sessions. This is 10% of all student's 2nd block grades. | | | |
| How it will look when fully met: | Teachers, working in teams, build the curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional teams will organize the curriculum into unit plans that guide instruction for all students. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. | | Kelly Ivey | 08/27/2023 |
| Actions | | 0 of 2 (0%) | | |
| | 9/26/22 All 2nd block teachers will assign a weekly grade for Membean. | | Kelly Ivey | 06/15/2023 |
| | Notes: | | | |
| | 9/9/21 All Wheatmore High School teachers will have vertical alignment with all Wheatmore Middle School teachers. | | Kelly Ivey | 08/23/2023 |
| | Notes: | | | |

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| 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 |
| Initial Assessment: | | | Below is Wheatmore's current level of implementation efforts for this indicator. 2017 | Limited Development 08/03/2021 | | |

- The School Improvement Team (SIT) involves all teachers in gaining input for school decisions.
- Communication journals and documenting parental contacts are shared with the administrative team.

2018

- Data tracker sheets allow students to reflect on their progress throughout the semester.
- Professional Learning Communities (PLCs), such as biology, meet on a regular basis to compare and discuss common assessment results, pacing progress, and sharing of ideas.
- All levels of classes are offered each year to all students. (standard, honors, AP).

2019

- Students are placed in the level/tier that best suits each, determined by teachers collaborating vertically within departments.
- Student Warriors Achieving Greatness (SWAG) was established to allow students to get remediation/enrichment during the school day.
- Teachers of common subjects plan together. They use a common pacing guide and common categories of grading.
- Formally establish a teacher that has taught a class in the past as the lead teacher for that subject. The lead teacher would be on call for pacing concerns and student performance concerns. This gives a struggling teacher and a teacher new to the subject a "go-to" person.

2021

- SWAG has been brought back into the school day to allow for remediation/enrichment opportunities for all students.
- Membean, a vocabulary online program, has been purchased and will be implemented as a school-wide initiative.
- Teachers will focus on MTSS by providing progress report data, parent contact logs, and concerns to administration every 4.5 weeks.

2022

- SWAG procedures have been tweaked to ensure remediation is occurring on Tuesdays/Thursdays and Fridays.

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| | <ul style="list-style-type: none"> • Membean, a vocabulary online program, has been weaved into all student's 2nd block classes and is now graded. • PLC training/meanings are occurring every Tuesday afternoon with all teachers. • Student online data trackers were developed and students look at their data every Monday to make a plan for the week. | | | |
| How it will look when fully met: | At-Risk students will be monitored throughout the school year. Teachers will notify the MTSS coordinator when students are not meeting established goals. The MTSS team will review the data and discuss if more data is needed. The MTSS team will look for strategies to determine what is the best course of action to improve student learning. | | Kelly Ivey | 08/27/2023 |
| Actions | | 1 of 4 (25%) | | |
| 9/3/21 | All teachers will report classroom data every 4.5 weeks. | Complete 06/10/2022 | Amanda Tuggle | 08/20/2022 |
| <p><i>Notes:</i> 9.23.21 data meetings occurred with all students.</p> <p>9.30.21 SWAG classes changed based on MTSS Tier 1 interventions.</p> <p>9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - Teachers wanted students moved based on their readiness for their final exam.</p> <p>1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.</p> <p>2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.</p> <p>1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.</p> | | | | |

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| | 9/26/22 | All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc. | | Kelly Ivey | 06/12/2023 |
| | <i>Notes:</i> | | | | |
| | 9/3/21 | All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity. | | Kelly Ivey | 08/20/2023 |
| | <p><i>Notes:</i> 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - Teachers wanted students moved based on their readiness for their final exam.</p> <p>1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their SWAG based on performance on the first few days of instructions.</p> <p>2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.</p> <p>1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.</p> | | | | |
| | 9/3/21 | All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions. | | Kelly Ivey | 08/20/2023 |
| | <p><i>Notes:</i> 9.30.21 All students have signed up for Membean. Prizes have been given out and donations have been asked for.</p> <p>1.22.22 - The expectation for Membean was changed from 3 days to 2. This is a priority now for the school and all students are expected to complete otherwise detention will be served.</p> <p>9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.</p> | | | | |
| | A4.03 | Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121) | Implementation Status | Assigned To | Target Date |

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| <p>Initial Assessment:</p> | <p>2017</p> <ul style="list-style-type: none"> All Wheatmore teachers have an EC notebook in order to manage student IEP/504 plans. All Wheatmore teachers have been trained on how to read an IEP/504 plan. All Wheatmore teachers are required to document each time a modification is given to a student. <p>2021</p> <ul style="list-style-type: none"> All Wheatmore teachers have an EC notebook in order to manage student IEP/504 plans. All Wheatmore teachers have been trained on how to read an IEP/504 plan. All Wheatmore Teachers are required to document each time a modification is given to a student. All Wheatmore Teachers will be provided monthly MTSS training. | <p>Limited Development 09/03/2021</p> | | |
| <p>How it will look when fully met:</p> | <p>At-Risk students will be monitored throughout the school year. Teachers will notify the MTSS coordinator when students are not meeting established goals. The MTSS team will review the data and discuss if more data is needed. The MTSS team will look for strategies to determine what is the best course of action to improve student learning.</p> | | <p>Kelly Ivey</p> | <p>08/27/2023</p> |
| <p>Actions</p> | | <p>2 of 4 (50%)</p> | | |
| <p>9/26/22</p> | <p>All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc.</p> | | <p>Kelly Ivey</p> | <p>06/12/2023</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/3/21</p> | <p>All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity.</p> | | <p>Kelly Ivey</p> | <p>08/20/2023</p> |
| <p><i>Notes:</i></p> | <p>9.30.21 Teachers were required to submit data based on missing assignments, attendance, and comprehension level on all students with a grade of 70 or below.</p> <p>9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English</p> | | | |

teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.

10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.

12.3.21 - Teachers wanted students moved based on their readiness for their final exam.

1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.

2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.

1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.

9/3/21 All teachers will report classroom data every 4.5 weeks.

Complete 06/10/2022

Amanda Tuggle

08/20/2023

Notes: 9.23.21 All teachers submitted data and parent contacts to Mrs. Tuggle. All teachers had data meetings with SWAG students at the 4.5 week mark.

9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.

10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.

12.3.21 - teachers wanted students moved based on their readiness for their final exam.

1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.

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1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.

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| 9/3/21 | All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions. | Complete 06/10/2022 | Kelly Ivey | 08/20/2023 | |
| <p><i>Notes:</i> 9.30.21 Students have had 3 rounds of Membean.</p> <p>1.22.22 students' expectations were moved from 3 trainings to 2 trainings a week. Students that did not meet the expectations were given detention and not allowed to go to club on Fridays.</p> <p>9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.</p> | | | | | |
| 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> | | <p>Below is Wheatmore's current level of implementation efforts for this indicator.</p> <p>2018</p> <ul style="list-style-type: none"> • Teachers have professional development meetings with the guidance department to discuss methods of helping students with emotional difficulties. • Beginning teachers have meetings with peers to discuss procedures for guiding and supporting students during an emotional crisis. • Teachers have meetings with EC teachers to discuss ways to deal with students in an emotional shutdown. • There is a Randolph County crisis team established. <p>2019</p> <ul style="list-style-type: none"> • Certain sensitive students are alerted and evacuated before fire drills. • All coaches and teams have been trained for bullying awareness. • SWAG was established in order for students to get involved in extra-curricular clubs and activities during the school day. • Wheatmore teachers are trained for handling behaviors with autism as well as students not formally identified to have autism. • The Guidance Department is well-trained and proactive in particular student situations. | Limited Development 08/03/2021 | | |

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| | 2021 | | | |
| | <ul style="list-style-type: none"> • SWAG was re-established in order for students to get involved in extra-curricular clubs and activities during the school day. • Positive reinforcement is the focus of Wheatmore this school year. | | | |
| How it will look when fully met: | The evidence review indicates that many teachers are not well prepared to foster students' social/emotional competencies. Wheatmore will need additional professional development in order to effectively assist students in identifying and managing their emotions. Teachers will also be aware of what additional services are available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student. | | Leslie Jessup | 06/30/2024 |
| Actions | | 0 of 1 (0%) | | |
| | 9/9/21 All Wheatmore teachers will be fully trained through the SEL Canvas course developed by the county office. | | Leslie Jessup | 08/20/2025 |
| | <i>Notes:</i> We are currently not working on this indicator. | | | |

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| 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 |
| Initial Assessment: | Below is Wheatmore's current level of implementation efforts for this indicator. | | Limited Development 08/03/2021 | | |
| | 2017 | <ul style="list-style-type: none"> • The Administration team and the Lead Teacher make regular unannounced visits into classrooms. • The faculty has been apprised of the items that should be apparent at the time of any classroom visit. • The visitor checks off a scorecard as to whether the items are present. | | | |

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| | <ul style="list-style-type: none"> The visitor also has room to leave recommendations or suggestions for improvement. Post observation conferences are held to discuss areas of weakness/concern and to note areas of accomplishment. <p>2019</p> <ul style="list-style-type: none"> The administration does frequent announced and unannounced observations and informal walk-throughs. Feedback on each is given quickly and authentically. Suggestions for improvement are made as well as positive feedback. <p>2020</p> <ul style="list-style-type: none"> The lead teacher has been added to each teacher's CANVAS course in order to assist and give feedback to all teachers. | | | |
| How it will look when fully met: | Improving student performance rests heavily on improving classroom instruction. Of course, a teacher's instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher's planning and preparation. The principal focuses on instruction. The Wheatmore principal will establish expectations and processes for team planning and for instructional delivery, the principal then will monitor the work, meet with teams, visit classrooms, and reinforce good practice. | | Eric Johnson | 08/20/2025 |
| Actions | | 0 of 1 (0%) | | |
| | 9/9/21 The principal is in a classroom for 2 hours a day. | | Eric Johnson | 08/20/2025 |
| | <i>Notes:</i> We are currently not working on this indicator. | | | |

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| 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 |

Initial Assessment:

Below is Wheatmore's current level of implementation efforts for this indicator.

Limited Development
08/03/2021

2017

- Each department has monthly meetings.
- Each School Improvement Team (SIT) representative brings their department's questions/concerns to the SIT meeting.
- Data tracker information is collected every 4 1/2 weeks by faculty and given to the administrative team for analysis.

2019

- EC notebooks are kept up to date for accommodations used by students.
- Attendance meetings are held for students with multiple tardies and absences.
- Teachers keep accurate attendance records daily.
- Trends of data are noted and discussed among departments. Highlights from the discussions are then presented to the leadership team.
- Data is analyzed by each teacher and presented to administration for review and trends.

2020

- Online data is taken within all canvas courses. Teachers can track coursework data, attendance data, course access data, etc.

2021

- All teachers are trained on Membean and how to analyze data provided by the Membean program.

2022

- All teachers submit names in order to group students for remediation during SWAG.
- Student online data trackers were developed and students look at their data every Monday to make a plan each week in order to be successful.

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| How it will look when fully met: | Student performance data is disaggregated by sub-groups; for example race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, and migrant. Classroom observation data will be aggregated to show patterns of professional practice across the faculty. These data sources will be used for planning professional development. Professional development will be directly tied to classroom observations and analysis of student learning data. | | Amanda Tuggle | 06/30/2024 |
| Actions | | 1 of 4 (25%) | | |
| 9/26/22 | All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc. | | Kelly Ivey | 06/12/2023 |
| <i>Notes:</i> | | | | |
| 9/3/21 | All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity. | | Kelly Ivey | 08/20/2023 |
| <i>Notes:</i> 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions. 10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help. 12.3.21 - Teachers wanted students moved based on their readiness for their final exam. 1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions. 2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies. 1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class. | | | | |
| 9/3/21 | All teachers will report classroom data every 4.5 weeks. | Complete 06/10/2022 | Amanda Tuggle | 08/20/2023 |
| <i>Notes:</i> 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions. | | | | |

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9/3/21 All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions.

Kelly Ivey

08/20/2023

Notes: 9.30.21 All students have signed up for Membean. Prizes have been given out and donations have been asked for.

1.22.22 - The expectation for Membean was changed from 3 days to 2. This is a priority now for the school and all students are expected to complete otherwise detention will be served.

9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.



NCStar/SIP Mandatory Components

School Name: Wheatmore High School

School Year: 2022-2023

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All WHS Teachers are provided a duty-free lunch daily. During all 4 lunches, leadership and support staff monitor students.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All WHS teachers are allotted 7.5 hours a week (1.5 hours a day) for planning. The master schedule was developed in order for coaches to have 5th block planning during their sports' season. On occasion, teachers will be asked to cover a lunch duty to allow the leadership team and/or support staff to attend workshops and meetings. This will be the only duty these teachers have throughout the semester.

Transition Plan for At-Risk Students

Middle School to High School

Please describe transition plan below.

An Enrichment/Remediation block has been scheduled daily in order to assist students with the transition to high school. Also, vertical alignment is taking place with Wheatmore Middle School in order to assist the at-risk Students.