

Comprehensive Progress Report

Mission:

WUES empowers students to be responsible citizens and life-long learners by providing a nurturing environment that supports creativity, critical thinking and active learning.

Vision:

We envision an innovative and inspiring learning environment where all students receive an individualized, quality education which optimizes their gifts while challenging them to succeed. We will cultivate a thriving school where our community has pride and a vested interest in the achievements of all.

Goals:

All students at Western Union will meet or exceed their yearly growth based on EVAAS projections in order for the entire school to have exceeded growth expectations.

We will have 100% of students at Western Union engaged in their learning. All teachers at Western Union will create differentiated and engaging instruction that meets each student's academic needs resulting in students feeling challenged in their own learning and at least 80% of students will meet grade level benchmarks.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		Teachers participate in quarterly extended planning, where they complete standards mapping for literacy and math with our instructional coach. In addition, each grade level meets weekly to plan interactive read aloud that is aligned to the literacy standards. Our K-2 teachers are aligning Jolly Phonics/Grammar and Flyleaf Programs with the new knowledge gained from LETRS training around the science of reading.	Limited Development 08/15/2019		
<i>How it will look when fully met:</i>		<p>Vertical Alignment:</p> <ul style="list-style-type: none"> - Teachers who participate in vertical conversations will have content knowledge of instruction objectives and pathways for all grades K-5. - Establish time to have vertical conversations (two times a year) - Common Language/vocabulary is being used K-5. <p>Differentiation (Reading, Writing, Math)</p> <ul style="list-style-type: none"> - Each student is being met where they are as learners. - Students are given choices to show their learning. 		Tracy Vassil	06/01/2022
Actions			5 of 11 (45%)		
	9/13/19	Establish a schedule for vertical alignment conversations	Complete 02/16/2021	Andrea Downs and Tina Richards	03/19/2021
<i>Notes:</i>					

9/13/19	Teachers will visit other classrooms during instructional teaching times to increase teaching pedagogy.	Complete 05/10/2021	Katie King	06/01/2021
<i>Notes:</i>				
9/13/19	Use common language within reading and word study with a focus on phonics.	Complete 05/17/2021	Hollie Davidson	06/01/2021
<i>Notes:</i> On going				
9/13/19	Differentiation will be met through best instructional practices, with a focus on math.	Complete 05/24/2021	Ms. Forero	06/01/2021
<i>Notes:</i> On going				
9/13/19	Grade levels provide intentional assessment opportunities where students are given choice	Complete 05/05/2021	Emily Holbrook and Ashley Aragona, Lisa Jeffcoat	06/01/2021
<i>Notes:</i> Continue through June 2021				
11/12/21	Create a walkthrough document to monitor the implementation of Flyleaf lessons and LETRs integration within reading content.		Katie King	03/15/2022
<i>Notes:</i>				
5/20/21	All Staff will complete LETRS coursework and implement learning into their classroom practices.		Katie King, Jennifer Dobbins	05/23/2022
<i>Notes:</i>				
10/21/21	Create school wide developmental understanding of literacy benchmarks		Amber Davis, Tracy Vassil	05/23/2022
<i>Notes:</i>				
10/21/21	Flyleaf will be fully implemented in K-2 Classrooms, and teachers will have discussions about how it relates to standards		Miranda Thomas	05/23/2022
<i>Notes:</i>				
10/21/21	Jolly Phonics/Grammar and Morpheme Magic will be our word study program, teachers will discuss how it relates to standards.		Tabitha Rogers, Kari Bassett	05/23/2022
<i>Notes:</i>				
10/21/21	Interactive Read Alouds will be explicitly planned to align to grade level standards.		Hollie Davidson, Andrea Downs	05/23/2022
<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
<i>Initial Assessment:</i>		<p>Currently the team set rules per grade level based on data and had regularly scheduled MTSS meetings to discuss the plan/process. Infrequent meetings were held to identify and transition students between tiers. Time was a constraint as well as providing research based interventions.</p> <p>Tier 1 (Core Instruction)- In Tier 1 or Core Instruction, students receive academic instruction based on state standards . Teachers utilize the gradual release of responsibility framework in order to produce academic proficiency in the majority of students. Western Union has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. If at least 80% of all students (in all subgroups) are meeting academic or behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction. Foundational core plans for literacy and math are written by PLCs as a part of Tier 1. Tier 2 (Supplemental)- In Tier 2 or Supplemental Instruction, approximately 20% of students, receive supplemental supports in addition to core instruction. This layer of support is given in small groups and based on standard treatment protocol. Supplemental instruction is designed to close the gap between current performance and desired performance. If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75 percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.</p> <p>Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks. Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction.</p> <p>Tier 3 (Intensive)- In Tier 3 or Intensive Instruction, approximately 5% of students, receive intensive supports in addition to supplemental and core instruction. Like Tiers 1 and 2, these supports are also evidence-based practices and research-based programs designed to improve performance.</p>	Limited Development 08/15/2019		

The MTSS team will use the data from Tier 2 in conjunction with our universal screening process and standard treatment protocol to decide on the Tier 3 support the student will receive. Tier 3 support is tailored to the unique needs of the student and typically delivered one-to-one. At this level, the student will now receive support from all three tiers.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per week over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or possibly be considered for eligibility in the exceptional children's program.

How it will look when fully met:

Ensure Educational Excellence for Each and Every Student: By April 30, 2020, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.

Suzanne Thompson

06/01/2022

Actions

7 of 14 (50%)

10/30/20 Train new staff on how intervention works and process for using reading intervention file cabinet.

Complete 10/23/2020

Miranda Thomas and Amber Gordon

10/26/2020

Notes:

10/30/20 Communicate with entire staff about MTSS data sheet

Complete 02/24/2021

Jennifer Dobbins

11/05/2020

Notes:

10/30/20 Organize assistants to organize and refill reading intervention file cabinet.

Complete 11/20/2020

Suzanne Thompson

11/20/2020

Notes:

10/30/20 Update MTSS handbook

Complete 02/17/2021

Entire Committee

01/07/2021

Notes:

5/20/21 Adapt Intervention Tracking Sheet

Complete 02/01/2021

Jennifer Dobbins and Tiffany Brown

01/10/2021

Notes:

5/20/21	Develop Math Intervention Tool	Complete 03/15/2021	Entire Team	03/14/2021
	<i>Notes:</i>			
5/20/21	Develop Math Assessment Tool	Complete 03/15/2021	Entire Team	03/14/2021
	<i>Notes:</i>			
10/28/21	Professional Development with the staff on MTSS		Suzanne Thompson	05/23/2022
	<i>Notes:</i>			
5/20/21	Quarterly SOAR Parties		Stephanie Kermes	05/23/2022
	<i>Notes:</i>			
10/21/21	Tier Movement Meetings		Tiffany Brown, Suzanne Thompson	05/23/2022
	<i>Notes:</i>			
10/21/21	Update MTSS Handbook		Suzanne Thompson	05/23/2022
	<i>Notes:</i>			
10/21/21	PLC Data Dives		Suzanne Thompson	05/23/2022
	<i>Notes:</i>			
10/21/21	ECATS MTSS Data Input		Khristy Burnette	05/23/2022
	<i>Notes:</i>			
10/21/21	Core Plan Development		Entire Team	05/25/2022
	<i>Notes:</i>			

	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
Initial Assessment:			<p>Breathing and stretching techniques were provided as calming strategies for staff and students. Staff was also provided training on Suicide Intervention, warning signs, and what to do with student crisis concerns. Small group counseling to address student concerns and classroom guidance lessons are a part of intervention/preventative measures to address student needs. School counseling services are provided to all students and teachers/students are able to access the counselor.</p> <p>This year we will be doing daily class meetings with SEL focus/calming/breathing strategies. Utilizing the school Social Worker and the Behavior Interventionist to help address the social-emotional well-being of students.</p>	Limited Development 08/15/2019		
How it will look when fully met:			<p>Western Union Elementary will see a significant improvement in the overall learning community's social and emotional skills. We will see this improvement as we support a positive learning environment in which we will foster healthy social and emotional development. We will see an improvement in PBIS data that will reflect a higher number of students who will be eligible to attend PBIS celebrations, and we will also see higher scores on the teacher working conditions survey. Professional development for staff on therapeutic activities and self regulation techniques and self care initiatives.</p>		Cathy Reese	06/01/2022
Actions				5 of 11 (45%)		
	10/21/20	Staff Self-Care Ideas shared on Google Drive		Complete 11/25/2020	Cathy Reese	11/25/2020
<i>Notes:</i>			Ideas posted for self care for staff to look up in Google Drive			
	10/23/19	Flight Partners: Staff was assigned a flight partner (another staff member) to help promote positive work environment and check in/emotional wellness. Each month a new activity/challenge is given to help get staff to interact in a safe/socially distant manner.		Complete 05/20/2021	Whitney Herwig	06/01/2021
<i>Notes:</i>						
	10/20/20	Flight Buddies: Students are assigned a staff flight buddy that will check in with each other 1x a week. The students were selected based on Tier 2/3 Behavior concerns or SEL survey.		Complete 05/20/2021	Whitney Herwig	06/01/2021
<i>Notes:</i>						

10/20/21	Introducing Families to the Social Worker and his role in our school		All Team	12/13/2021
	<i>Notes:</i>			
10/20/21	Morning Meeting Broadcast for staff to see how other teachers are running their morning meetings		Whitney Herwig	05/23/2022
	<i>Notes:</i>			
10/20/21	Terrific Kid		Whitney Herwig	05/23/2022
	<i>Notes:</i>			
10/20/21	SOAR Student		Entire Team	05/23/2022
	<i>Notes:</i>			
10/20/21	Small Group Counseling for students that reported low (red zone) positive feelings towards themselves in the 2020-2021 Panorama Survey (Spring 2021).		Whitney Herwig	05/23/2022
	<i>Notes:</i>			
10/20/21	SEL ideas for teachers to utilize with their students (for daily classroom meetings) will be shared on the Eagle News each month.		Whitney Herwig	05/23/2022
	<i>Notes:</i>			
9/13/19	Mindful breathing techniques will be taught to students through classroom guidance lessons.	Complete 05/21/2021	Whitney Herwig	05/25/2022
	<i>Notes:</i> Guidance lessons are monthly			
10/20/20	Classroom Meetings: Staff will hold 1 classroom meeting a day to check in with students and build classroom community.	Complete 05/20/2021	All Classroom Teachers	06/01/2022
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Performance Directors, K-12 Curriculum and Instruction Director. The county also has Instructional Coaches for elementary school support.	Limited Development 08/15/2019			
How it will look when fully met:						
Actions						
<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

<p>Initial Assessment:</p>	<p>LETRs professional development is required by the state of NC for all elementary teachers. All certified English teachers will be attending this professional development throughout the next two school years. This decision was made based on the Science of Reading research.</p> <p>Other areas of professional development decisions have been based on informal data collected via walkthroughs, teacher observations, teacher discussions and monitoring student engagement. From prior learning we know that student engagement and empowerment has a large impact on student learning. Our goal is to build a community of learners among staff and students through creating an engaging learning environment using effective core instruction. We have several teachers trained in different instructional strategies such as project based learning, outdoor learning, STEM, and integrating global content in order to increase student engagement in the classroom. We want to increase the number of teachers formerly trained in each of these instructional strategies.</p> <p>We also have completed professional development at the beginning of the year on the portrait of a graduate as well as a refresher on the effective core instructional components outlined by the district (connect, collaborate, create and digital leadership). As teachers plan, they will continue to plan opportunities in their lessons for students to connect, collaborate and create in order to build innovative leaders, resilient problem solvers, key contributors, effective communicators and skilled collaborators.</p>	<p>Limited Development 08/15/2019</p>		
<p>How it will look when fully met:</p>	<p>When fully met, teachers and PLC's will be able to not only post data, but use it to guide conversations about instruction. Teachers will know what data to look at in regards to school wide, classroom, and on an individual student basis. All teachers will have a generic place to keep school wide and classroom data.</p> <p>By the end of the 2020-2021 school year, we will develop three research based trainings to be implemented throughout the school year.</p>		<p>Kendall Whitaker</p>	<p>06/01/2022</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
<p>10/22/20</p>	<p>Align the F&P assessments from English to Spanish.</p>	<p>Complete 11/19/2020</p>	<p>Indira Soto</p>	<p>11/13/2020</p>
<p>Notes: Does not work as an intervention</p>				

10/22/20	Analyze iStation data to determine the training needed for teachers	Complete 05/28/2021	Entire Team	04/14/2021
	<i>Notes:</i> Team had concerns! See notes on GoogleDrive			
10/21/21	Google Form		Entire Team	11/17/2021
	<i>Notes:</i>			