

Comprehensive Progress Report

Mission:

The mission of Walter Bickett Education Center is to provide a developmentally appropriate foundation in a safe, nurturing, child-centered environment that encourages a love of learning.

Vision:

The vision statement for Walter Bickett Education Center is to prepare students for the 21st century to be globally, socially and academically equipped for our diverse world.

Goals:

WBEC will increase the number of lessons that utilize problem/project/inquiry based learning as part of our EmpowerED instruction initiative. Teachers will utilize student choice and the natural curiosity of all students to drive the instruction in thematic units. Teachers will share best practices and sample lessons with other staff members during faculty meetings. The result should be an increase in student engagement.

Utilize the Conscious Discipline Framework to impact the culture of the school. Embrace the strategies, routines and rituals with fidelity across campus. Create a school family atmosphere that is welcoming to parents, students and all stakeholders.



! = 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>		Staff members receive training and employ the Conscious Discipline classroom management program. Conscious Discipline routines and materials are embedded into the school program and classes. Social Emotional Foundations for Early Learning strategies are implemented to guide student's social-emotional development.	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>		<p>Classroom will have fully implemented Conscious Discipline strategies. Engagement with students will be respectful at all times.</p> <p>Classroom rules will be taught using age appropriate language and visuals are posted. Visuals will be used as reminders.</p> <p>Teachers instruct students on strategies to use to resolve disputes by using their words. Teachers and students seek creative ways to problem solve.</p> <p>Safe Keeper routines are being implemented. Students are utilizing the Safe Place and Feeling Buddies.</p> <p>Visual Cues are present around the classroom.</p>		Dru Strong	01/08/2021
Actions			3 of 4 (75%)		
	10/21/19	Staff review rules/expectations with students during large group activities.	Complete 12/02/2019	Classroom staff	12/01/2019
	<i>Notes:</i> By the Target Date, this activity should be part of the daily routine in all classes.				
	10/13/19	The school will contract with Conscious Discipline to provide two days of coaching for staff and administration to guide the full implementation of Conscious discipline and the strategies used.	Complete 01/14/2020	Ken Roess and Kim Hughes	01/14/2020
	<i>Notes:</i>				

10/13/19	Refresher training will be carried out to insure that all staff are on the same line with regards to expectations and have a common knowledge base.	Complete 05/01/2020	Ken Roess	05/01/2020
<i>Notes:</i>				
10/13/19	Administration will conduct walk-through observations and provide feedback to staff members. This feedback will facilitate discussions about best practices and lead to greater fadely of implementation.		Ken Roess, Donna Brown	01/08/2021
<i>Notes:</i> Due to COVID-19 pandemic closures, not all scheduled walk-throughs were completed. Instead, teachers and teacher assistant were asked to self-reflect on what changes they could make to prepare for the 2020-2021 school year. Further reflection is needed prior to the end of the first semester of school.				

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
<i>Initial Assessment:</i>		<p>Evidence of Full or Partial Completion: (Be detailed and come up with multiple evidences)</p> <p>We have established PLC group and each group takes minutes regarding what is discussed.</p> <p>Groups follow up on minutes and review minutes each meeting.</p> <p>Use data to align curriculum with student learning.</p> <p>Use IEP data, Brigance and teaching strategies data to inform instruction.</p> <p>All lesson plans contain corresponding tsg standard.</p> <p>All lesson plans posted in the classroom.</p>	Limited Development 10/02/2019		

<p>How it will look when fully met:</p>	<p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>Teachers will work as a team to develop group lesson plans that are shared across campus and posted in Canvas courses for families to access whether in-person or learning remotely.</p> <p>Each teacher will have the autonomy to modify the lessons to best suit their students developmental levels and needs.</p> <p>Support staff will help to develop supporting materials for use in the classroom and at home.</p> <p>PLC groups will provide any input that may impact the development of lessons.</p> <p>Lessons will meet the standards as described in the Foundations for Early Learning and will cover all domains.</p>		<p>Ken Roess</p>	<p>06/05/2021</p>
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Actions		0 of 3 (0%)		
11/10/20	PLC teams will discuss Creative Curriculum objectives to make sure lessons are in alignment.		Ken Roess	05/01/2021
<i>Notes:</i>				
11/10/20	Teachers will confer with OT/PT/Speech Therapists to make sure their insights are included when individualizing the lesson plans. Teachers will collaborate with therapists to reach remote only learners.		Ken Roess	05/01/2021
<i>Notes:</i>				
11/10/20	Collaborative lesson plans that support agreed upon units of study will be developed in 3 week increments. Support staff (Teacher Assistants) will collaborate to gather and produce materials to support the lessons and the units. Lesson plans will be shared with parents via Canvas or TSG Cloud resources.		Ken Roess	05/10/2021
<i>Notes:</i> The teacher team is to meet every 3 weeks for planning purposes.				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	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
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Initial Assessment:

We plan on doing individual observations and assessments to ascertain each students' strengths and weaknesses and areas we can help them improve. This will be an ongoing task. There will be three checkpoints with TSG and progress reports will be filled out every 9 weeks.

The site Administrator instructs the staff through professional development trainings, observations, and PLC's. These trainings focus on the quality of instruction in the PreK classrooms that align with developmentally appropriate practices that are outlined in our core curriculum (Creative Curriculum) and additional instructional focuses on the Social Emotional needs through Conscious Discipline and SEFEL.

Teachers and assistants gather data throughout the year on each student through TSG (Teaching Strategies Gold) and enter this data at three separate checkpoints to show the student growth and development of each child.

Those teachers that are struggling or new to the curriculum are included in PLC's, Book Studies, Staff development trainings with the Prek Disabilities Coordinator (Donna Brown) . Mentors and buddy teachers are assigned for additional support.

The students are given multiple learning opportunities to practice the skills that are taught in the classrooms. This is assessed through data that is shared with other teachers in PLC's and staff developments. This data is then assessed to address the needs of the students. Interventions are put into place and followed up throughout the year.

The teachers and staff at WBEC have continued training to further their knowledge of the MTSS process and it's implementation through our core instruction.

Limited Development
10/02/2019

How it will look when fully met:		PLC teams will act as intervention teams to evaluate data and determine interventions needed for students. The teams will determine the monitoring method to be used to measure effectiveness of the interventions.		Jocelyn Buck	01/05/2021
Actions			3 of 4 (75%)		
10/21/19	NC PreK teachers are provided training by the NC Prek Program Quality Specialist for administering the Brigance Assessment Tool.	Complete 10/04/2019		EC Assessment Team Members	10/04/2019
<i>Notes:</i>					
10/21/19	Staff members will attend and participate in monthly trainings with Donna Brown, the Preschool Disabilities Coordinator. New staff members are assigned Mentors to aid in their deeper understanding of Teaching Strategies Gold Curriculum. Instructional assistants are trained biannually by the Preschool assessment center on the North Carolina Foundations for Early Learning and Development. All teachers and instructional assistants are provided training in taking data through the TSG documentation application.	Complete 06/09/2020		All Teachers	06/05/2020
<i>Notes:</i>					
10/13/19	Staff members will be trained on the implementation of a Multi-tier System of Support. Staff members will be able to determine the effectiveness of core instruction and additional supplemental instruction.			Ken Roess	01/08/2021
<i>Notes:</i> The final training module will be completed prior to the end of the first semester 2020-2021.					
10/21/19	Observations and data are collected on each student based upon the Teaching Strategies Gold Dimensions as outlined in the Teaching Strategies Curriculum. This data is utilized by staff members during PLC meetings to determine the need for interventions and effectiveness of interventions. Ultimately, staff members will fill out the ending COS, the final TSG checkpoint/Family Conference form, and the final IEP progress report to indicate student growth.	Complete 06/09/2020		All Teachers	01/08/2021
<i>Notes:</i> PLC meetings occur monthly, progress reports occur quarterly. The final raining for MTSS will be completed prior to the end of the first semester of the 2020-2021 school year.					
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:		We will continue to implement the steps we have learned through the	Limited Development 10/02/2019		

Conscious Discipline Program.

Daily we implement the following steps: STAR breathing, well wisher, safe keeper, morning greeting, afternoon goodbye, feelings buddies, I love you rituals, family board,

We also model self regulation for our students so we can be the best possible example for them.

We provide additional one on one support for students who are struggling with their behavior and emotions. We have found it especially helpful to use the Safe Place when a child is struggling to give them time to calm down.

This is an ongoing, daily task that will that will extend from now until the end of the school year.

The teachers and staff are trained to recognize the emotional needs of the students by gathering information about each student through home visits, establishing a relationship with the child and family. Staff is trained in Conscious Discipline (a social emotional curriculum intended to help teach self regulation to our students and ourselves) This is taught through modeling the appropriate language and support to insure the safety of the child both emotionally and socially.

Conscious Discipline empowers the teachers to guide the students in a positive and proactive way in order to focus on the Social Emotional growth of each student. This includes breathing techniques, the creation of classroom spaces for safety. Other components of PreK classroom are the implementation of a safe, welcoming classroom through class jobs, safe keeper rituals, and greeting each student upon arrival to the school with a positive and caring approach.

The classroom places structures throughout the school and in each classroom in establishing a School Family: the norms include but are not limited to : Classroom Greeting Rituals, Safe Keeper Rituals, Job/Helper responsibilities, Morning meetings that include "Brain Smart Start Elements, Wish You Well and School family Boards.

Through the classroom structures in place the teachers can model and teach through repetitive rituals to focus on safety and emotional growth of the students.

The school through the EC Assessment office, offer the parents trainings and tools to include the family in the strategies that are

taught in the classroom. The school communicates with the family through the daily notes and weekly or monthly newsletters, and the school website.

The school has monthly fire drills. There are lockdown and tornado drills that are done at least twice a year.

How it will look when fully met:

Each of the classrooms will have adopted the culture of a Conscious Discipline school. The classroom will have the feel of a classroom family. Students are aware of their emotions and ways to disengage stress. Students will learn how to regulate their own emotions.

Lucille Tillman

01/08/2021

Actions

2 of 3 (67%)

10/30/19

The Pre-k Disabilities Coordinator/Teachers/Administration can provide the necessary training to teach parents how to foster social-emotional skills at home. Teachers can build a rapport with parents and encourage parents to attend Parent Trainings (Conscious Discipline) presented by the Exceptional Children's Program. UCPS Staff will utilize the trainings to educate parents and provide available resources to help the student build social emotional competency. The school and parent will share expectations and celebrate student success at home and school.

Donna Brown and staff

05/01/2020

Notes:

10/14/19	<p>Emphasize the importance of teaching emotional comprehension. Staff are using various Conscious Discipline techniques implemented into the classroom norms of their classroom through appropriately identifying feeling buddies, emotional check-ins, and appropriately identifying emotions of others. Teachers will teach students about emotions using various Conscious Discipline techniques and visuals. Emotion charts will be present in the room and used as part of the classroom structure.</p> <p>Teachers will discuss emotions with children. Teachers will talk about positive emotions then negative emotions by connecting language the student's feelings. Students will learn how to process their feelings, model reactions and learn interventions for emotional behavior.</p> <p>Teachers will become more aware when environmental factors play a role in the student's behavior and teach coping strategies to manage student emotions.</p>	Complete 06/09/2020	Lucille Tillman	06/05/2020
<i>Notes:</i>				
10/14/19	<p>Students will learn and use stress disengagement such as breathing techniques. They will utilize these on a daily basis during such times as circle time classroom meetings. Student will be taught to use them when they recognize emotions that need to be self regulated. They will be encouraged to use them in the Safe Space in the room. Students will be encouraged to model these techniques to others.</p>	Complete 06/09/2020	Lucille Tillman	06/05/2020
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Data received during the Brigance Assessment is utilized to inform instruction. Teaching Strategies Gold checkpoint data provides teachers with documentation that enables teachers to plan and assess students.</p> <p>Individualized Education Program plans are revised and updated to provide on going students support and reflect student progress.</p> <p>District protocols have been implemented to support student transitions to kindergarten.</p> <p>Evidences are ongoing. All staff needs to be uniform when addressing schoolwide expectations such as, transitions, hallway (walking down the left side, right side verses walking down the middle of the hallway).</p>	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
			<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>		<p>The school system has combined all academics related divisions/programs under one Cabinet position, Chief Academic Officer. This allows for all programs to be better coordinated in efforts to bring about school transformation. The Directors meet weekly.</p> <p>Four School Performance Directors work closely with schools to help guide their efforts.</p> <p>The Director of Federal Programs helps in the implementation of the NC Star program to ensure fidelity and coordination with school system goals.</p> <p>The school system has sought the input of all stakeholders when developing the Strategic Plan.</p>	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

	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>			<ul style="list-style-type: none"> - The site-based team is a leadership team, which includes the site administrator (school leader), a representative from the schools assessment center, teachers that represent each classroom make-up and is appropriate to the size and composition of the school. - The site-based team works collaboratively in order to plan and make decisions based upon to the schools current needs. 	Limited Development 10/02/2019		
<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 classroom functions as a team. Committees serve as teams to distribute information and plan school activities. Staff attend preschool staff development with other county preschool teachers. WBEC has weekly meetings to continually improve instruction. Site based team meets monthly to across school wide concerns. PLC groups meet as teams to inform instruction. Create a System that allows teachers to have planning time. Five minutes at faculty meeting to address student goals that entire school may need to know.	Limited Development 10/02/2019		
<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>		<ul style="list-style-type: none"> - The site administrator highly visible throughout the school. He does daily walk through in each classroom; he monitors instruction on the TSG curriculum. - Administrator is invested in the school and has a vision for academic success of students. - He utilizes information to improve instruction and drive data. 	Limited Development 10/02/2019		
<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>		<p>Individual classrooms look at Data to determine student performance and influence curriculum development.</p> <p>PLC groups look at data in order to plan and make student performance.</p> <p>Mr. Roess and Ms. Donna review data 3 times a year, prior to each conference point and specific individual feedback for improvement.</p>	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		<p>Administrator conducts daily walk throughs of classrooms and provides feedback from informal and formal observations. Observation pre and post conferences are conducted with staff.</p> <p>Staff are trained to use the North Carolina Educator Effectiveness System. Certified staff are evaluated on the North Carolina Teaching Standards by the administrator. Non certified staff are evaluated using the Frontline evaluation system. Professional development plans are individually created and track staff members progress towards professional goals.</p> <p>Professional development is ongoing and helps staff stay abreast of current childhood issues.</p>	Limited Development 10/02/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
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<p>Initial Assessment:</p>	<p>We are offering Conscious Discipline workshops for parents to attend. We do conferences and newsletters, and we will send postcards in the mail with positive messages for the parents to see how well their children are doing. Phone calls are made as needed, and the agendas are written in daily.</p> <p>Each child has a reading log sent home nightly to encourage the guardian to read to the child at home daily.</p> <p>To include parents in the school environment we have agenda's that we communicate with them on their student's day. Some teachers do monthly newsletters to let their families know what is going on in there rooms for the upcoming time frame. We send out invites to our open house, school dances,</p> <p>Thanksgiving Dinner, graduation, plays, and special events in the individual classrooms.</p> <p>Parents are encouraged to read to their child nightly by their classroom teacher, we send home a book with each child and then they send it back daily. If they didn't read it that night a teacher would read it to them in the morning to allow that opportunity.</p>	<p>Limited Development 10/02/2019</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>Parents will get information sent home on a regular basis to provide helpful ideas of how they can continue the instruction from the school to the home. Parents will feel they are partners in their child's education. Parent will feel welcome in participating in classroom activities at the school with their child. Parents will have a regular chance to visit their child's classroom. During scheduled events parents will gain understanding of their child's classroom, including conscious discipline, instructional methods, and classroom culture.</p>	<p>Objective Met 11/10/20</p>	<p>Peyton Rosinski</p>	<p>06/05/2020</p>
<p>Actions</p>				
<p>10/14/19</p>	<p>Parents will be invited to participate in Administrator Chats quarterly to discuss issues that are important to them. Such topics will include Home/School communication, and the Pre-K curriculum.</p>	<p>Complete 03/16/2019</p>	<p>Ken Roess</p>	<p>03/16/2020</p>

Notes: Three Administrator Chats were schedule with very poor attendance. The COVID-19 shut down caused the cancellation of the fourth meeting. It was not reschedule due no attendance at the previously scheduled event.

10/21/19 Parent book study and conscious discipline workshops will be offered for parents.

Complete 05/30/2019

Ken Roess

05/30/2020

Notes: Three events were completed before the COVID closures.

10/14/19 Teachers will arrange quarterly activities where parents are brought in to the classroom to participate in an end-of-unit culminating event.

Complete 06/09/2020

Amanda Alvarez

06/05/2020

Notes:

Implementation:

11/10/2020

Evidence

11/10/2020
Supplemental documentation and sign in sheets will be uploaded to indicate the programs presented by the school.

Experience

11/10/2020
The school worked hard to provide parents with opportunities to learn about the Pre-K program. Parents attended some events well, while others were not well attended. We used a survey to get input on the best times and days for parent participation and based scheduling on that input.

Sustainability

11/10/2020
With the change in dynamics surrounding the COVID Pandemic, we have to be more creative to keep parents involved moving forward.