

Comprehensive Progress Report

Mission:

We will empower our students to be life-long learners and 21st century scholars by striving to provide rigorous learning opportunities. This will enable our students to succeed in the classroom and excel to their greatest potential.

Vision:

Empower, Strive, Succeed, Excel

Goals:

100% of teachers will identify and implement specific research-based blended instructional strategies that enhance rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students. Goal progress will be supported through our School EmpowerED Plan (Instruction Matrix) and progress on Dimension B3.03, Monitoring School Instruction - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers and Dimension D2.08, Facilities and Technology - All teachers receive initial and ongoing training and support in effective use of blended learning methods.

100% of staff will design and implement school-wide programs that focus on student emotional needs and college and career preparation through identification of needed supports and interventions. This goal will be supported through progress made on our School EmpowerED Plan and Culture, Health, & Safety Matrix, and Dimension A4.16, Student Support Services - The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

100% of staff will participate in monthly budget, curriculum, and PTO discussions to support improvements in two-way communication systems. This goal will be supported through regular review of our School EmpowerED Plan in all 3 areas, as well as Dimension D1.02, Resource Allocation - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities and Dimension E1.06, Family Engagement - 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).



! = 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

Initial Assessment:	<p>Weddington Elementary has implemented PBIS school wide. There is a PBIS committee that meets monthly to ensure sustainable of the PAWS expectations.</p> <p>Each class works towards earning 100 PAWS a month. Students have the option to earn individual PAWS for following classroom expectations. PAWS expectations are posted in the classroom and around the school building. Teachers spend the first two weeks of school teaching and modeling routines and expectations. They take the time to build positive relationships with each child.</p>	Full Implementation 09/30/2019		
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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
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Initial Assessment:	<p>Weddington Elementary teachers meet three times a week during PLC planning. One day is dedicated to creating reading plans, another for math plans and then another day to analyze data. Teachers work with the instructional coach to develop a deeper understanding of the content standards. Teachers work collaboratively to find best instructional practices to differentiate instruction for students.</p> <p>Teachers also meet to analyze student data. They give pre and post assessments which align to the content standards. Teachers look at this data to guide how they will differentiate their instruction to meet the needs of students who have mastered the standard, are progressing towards mastery or who need remediation.</p>	Full Implementation 09/30/2019		
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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:			<p>Weddington Elementary has an MTSS (multi-tiered systems of supports) team that meets once a month. This team is comprised of a representative from each grade level, our school counselor, instructional coach and administrator.</p> <p>Weddington Elementary is on track with the county in regards to rolling out professional development as it relates to MTSS. Our school is currently focusing on tier two, interventions and supports for behavior and academic concerns.</p> <p>We continuously search for research based interventions and always look towards building our instructional tool kit. Two representatives from WDES attend quarterly MTSS trainings from the district.</p> <p>All teachers participate in "Kid Talk". Once a month, teachers discuss the students they have concerns about (behavior or academic). The team discusses possible interventions or instructional strategies to implement. This information is documented and reviewed once a month to ensure the child is progressing.</p>	Full Implementation 09/30/2019		
	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>Our school counselor provides push in support to each grade level during the enrichment block. Our SEL team (social worker, school psychologist, school counselor and mental health therapist) also conducts staff development on how to support the emotional learning of students. Teachers have incorporated flexible seating, calm down spaces and brain breaks into their every day instruction. Teachers communicate with the SEL team and administration if they need support working with a child. Teachers take the time to build positive relationships with their students.</p>	Full Implementation 10/09/2019		

	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>			5th grade participates in a middle school information session at the end of the year. MTSS team shares intervention progress with teachers as students transition to a new grade level.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>			Vertical alignment meetings would be held twice a year to discuss how grade levels can support one another as students go from grade to grade. Consistent implementation of PAWS PBIS expectations from grade to grade. Equitable scheduling and class lists based on student needs. And teachers have a deeper understanding of how content standards build upon one another.		Stephanie Schrock	06/04/2021
Actions				0 of 3 (0%)		
	10/7/19		Vertical Alignment Meetings with standards sorts/data dives. We will also compare authentic learning artifacts.		Katrina Waltower	06/04/2021
<i>Notes:</i> Spicer will support the scheduling of these meetings.						
	10/9/19		Data Dive Meetings to discuss formative and summative assessment data.		Katrina Waltower	06/04/2021
<i>Notes:</i>						
	10/7/19		Middle School Guest Panel		Stephanie Schrock	06/20/2021
<i>Notes:</i> Spicer will help schedule this with the middle school.						

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>			Weddington Elementary has a school improvement team comprised of representatives from each grade level, special areas, instructional assistants, administration and parents. This team meets twice a month to review issues related to the school improvement plan (1x is site-based and 1x is PBIS/MTSS). This team also oversees the implementation of NC Star. Each team member has been assigned to an indicator to help monitor and implement.	Full Implementation 09/30/2019		

	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>			<p>The PAC (principal advisory committee) meets once a month. The purpose of this committee is to address concerns as it pertains to instruction, scheduling, materials, and best practices. The principal seeks input from grade-level representatives.</p> <p>The principal also meets with instructional support professionals every other week. The purpose of this meeting is touch base in regards to ownership of our problem of practice goals. Team members update one another on the progress being made toward our school improvement and problem of practice goals. The team also plans ahead for professional development, staff meetings and other training areas.</p> <p>The social worker, school counselor, mental health therapist, and administration meet once a month to touch base about students that are being served.</p>	Full Implementation 09/30/2019		

Core Function:	Dimension B - Leadership Capacity
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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>			<p>Each staff member at WDES signs up to be part of a committee. The committees include PBIS/MTSS, Principal Advisory, Sunshine Committee, CARE, and School Improvement Team.</p> <p>Committees meet once a month. Each committee sets goals and action steps to accomplish those goals. Committees are self directed and are given the autonomy to set goals based on the needs of the school.</p> <p>Teachers also receive planning for 40 minutes daily each week.</p>	Full Implementation 09/30/2019		

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>			Administration visits classrooms sporadically throughout the year and provides limited constructive feedback. Most visits are for observation purposes.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>			Staff shout outs, weekly checklists of teacher walk-throughs, scheduled walk through, positive feedback with ideas for growth. Constructive and authentic feedback that promotes individual growth based on the current curriculum being taught.		Alanna Jones	06/04/2021
Actions				3 of 4 (75%)		
	10/9/19	Weekly Walkthrough Schedule		Complete 11/13/2020	Alanna Jones	10/30/2020
		<i>Notes:</i> Admin. will create this.				
	10/9/19	Feedback Form created and shared to document feedback.		Complete 11/13/2020	Alanna Jones	10/30/2020
		<i>Notes:</i> Admin. will create this.				
	10/9/19	Walk through look for list created		Complete 11/13/2020	Alanna Jones	10/30/2020
		<i>Notes:</i>				
	10/9/19	Walk Throughs conducted weekly			Alanna Jones	06/04/2021
		<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>			The administrative team and instructional coach meet twice a month to review walk through and formal observation data. These meetings guide how professional development is planned and scheduled throughout the year. The data from these meetings also helps us identify our focus for supporting teacher growth.	Full Implementation 10/03/2019		

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>Weddington Elementary has a reputation of being a school with a positive staff culture. 90% of the staff has taught at WDES for 8 years or more. Our new teachers come to us through our Dual Language Program.</p> <p>In an effort to ensure the best recruitment of teachers, we have interview panels comprised of grade level representatives.</p> <p>Each spring, administration and teacher representatives attend the HireForward event put on by the district. This event brings in hopeful teachers who are looking to work in Union County.</p> <p>Administration works hard to celebrate and showcase the wonderful work of our educators through walk through feedback, videos, email, social media posts. There is a staff shout out board where teachers can leave notes for one another.</p>	Full Implementation 09/30/2019		

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
		D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The budget and how funds are used are kept between administration and the bookkeeper. Teachers have limited say in how funds are used. They also have limited knowledge of how the school budget works.	No Development 10/09/2019		
How it will look when fully met:			100% of staff members will know how budget is being used. PAC will meet with administration twice a year to review the budget and discuss how funds are being utilized. Teacher voice will be reflected within the school budget.		Dayana Camacho	06/04/2021
Actions				0 of 2 (0%)		
	10/9/19	PAC reviews budget with administrators and bookkeeper			Dayana Camacho	06/04/2021
Notes:						
	10/9/19	Staff information session on how the budget works.			Dayana Camacho	06/04/2021

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Through the comprehensive needs assessment, our teachers expressed the desire to have more consistent and ongoing training regarding the newest technologies. We currently have teachers showcase how they use technology within the classroom. Teachers are able to learn from one another and take new ideas back to implement within their own classroom.</p> <p>Six teachers have new Smart TV's in their classroom. In an effort to support these teachers, administration asked for the district's SMART rep to come in and provide a training on how to use their SMART TV's.</p>	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		We will do this with the team and ongoing support will be provided. Teachers also have access to the district elementary blended learning series in Canvas and should regularly participate in this PD for training and support.		Diane Boyce	06/04/2021
Actions			0 of 3 (0%)		
	10/9/19	Develop a plan that includes follow up training dates for staff taking professional development		Darcy Swiatek	10/30/2020
	<i>Notes:</i> Canvas				
	9/23/20	Technology Team has been developed and will meet monthly to arrange technology focus for grade level PLC needs.		Diane Boyce	06/04/2021
	<i>Notes:</i>				
	10/9/19	Monthly technology focus during grade level PLC data dives.		Diane Boyce	06/04/2021
	<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
Initial Assessment:			Dual Language has a parent advisory team that meets quarterly. Teachers send home weekly newsletters and update their websites. Teachers conduct conferences twice a year.	Limited Development 10/09/2019		
How it will look when fully met:			Teacher representatives attend PTO meetings to be a liaison between teachers and parents. Curriculum night includes more interactive activities to support parent understanding of the content being taught in class. Increase parent attendance at curriculum night.		Darcy Swiatek	06/04/2021
Actions				1 of 2 (50%)		
		10/9/19	Restructure Curriculum Night	Complete 09/17/2020	Darcy Swiatek	09/17/2020
Notes:						
		9/23/20	Use the Canvas LMS for two-way communication, such as announcements, feedback, questions, etc. and provide parents with a training at the beginning of the year with ongoing support as needed.		Darcy Swiatek	06/04/2021
Notes:						