

Comprehensive Progress Report

Mission:

The mission of Wesley Chapel is to provide all students with diverse learning experiences and ensure individual growth and personal success in an environment of mutual respect and safety through collaborative efforts that include exposure to globalization and cultural diversity activities. Student success will be measured by ongoing assessments and observations with support and reinforcement by students, family, staff, and community.

Vision:

It is our charge to do all we can to provide the best possible experiences to ensure all students learn and grow at Wesley Chapel Elementary School.

Goals:

1. All Wesley Chapel students will receive evidence-based instruction across all tiers as indicated according to their individual needs. Needs are determined by screeners, diagnostic assessments, formative assessment and teacher observation.
2. Wesley Chapel students are supported by their teachers and support staff as they transition from grade to grade within the school, and as they transition into kindergarten and continue on to middle school.
3. A leadership team consisting of the Dr. Henderson, Mrs. Phelix, Stacey Seik, Patricia Livesey, Karen Poore, Megan Cox, Mysti Oakes, Jennifer Kowalowski, Sarah Hobson, Tommy Wison and Joann Long. These leaders meet regularly (at least 2x month) to review implementation of effective practices.
4. Leaders at Wesley Chapel Elementary have systems in place for recruiting, evaluating, rewarding, and replacing staff as needed to ensure each student has the highest quality instruction available.
5. Wesley Chapel leaders and teachers communicate at least weekly with families concerning the expectations of parents/families regarding how parents can support their child'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
<i>Initial Assessment:</i>		All teachers intentionally create strong classroom communities. This process includes clearly establishing expectations, including students in decision making, and modeling desired behaviors. Gradual release of responsibility is evident in classrooms, as students gradually and incrementally gain ownership of their classroom climate. In addition, PBIS as a primary element of MTSS is utilized school-wide.	Limited Development 09/11/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> All teachers have classroom morning meetings which involve all students. Teachers establish routines and expectations for behavior with their students, and practice and model them in the classroom, hallway, cafeteria and playground. Students and teachers utilize flight cards in the classroom as part of the PBIS system. 	Objective Met 10/29/20	Nicole Phelix	09/01/2019
Actions					
	10/22/19	Classroom management is not something that our school is currently working to address.	Complete 09/01/2019	Nicole Phelix	09/01/2019
<i>Notes:</i>					
Implementation:			10/29/2020		
Evidence	10/22/2019	Not currently working on this indicator.			
Experience	10/22/2019	Not currently working on this indicator.			
Sustainability	10/22/2019	Not currently working on this 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>		<p>Teachers meet weekly during scheduled common planning time to plan units of instruction to include:</p> <ul style="list-style-type: none"> • reading/writing • math • science • social studies <p>Lesson plans are shared with each other, the administrative team and curriculum support. Plans are based upon NC standards as evidenced in weekly planning documents.</p>	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		<p>Teachers meet weekly during scheduled common planning time to plan units of instruction to include:</p> <ul style="list-style-type: none"> • reading/writing • math • science • social studies <p>Lesson plans are shared with each other, the administrative team and curriculum support. Plans are based upon NC standards as evidenced in weekly planning documents.</p>		Stacey Seik	05/01/2020
<i>Actions</i>					
<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>		Our school has a Leadership MTSS team which meets once a month to analyze data which pinpoints needs for Tier 1, Tier 2 and Tier 3 instruction.	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		Increased student achievement across all tiers as determined by data from progress monitoring, Istation, iReady, NC Check-ins, EOG Test, and intervention schedule.		Nicole Phelix	05/01/2022
Actions			0 of 4 (0%)		
10/11/19		Staff development planned by Leadership Team to address the needs of core instruction in the classroom as evidenced by PD plan and staff evaluations.		Stacey Seik	06/01/2021
		<i>Notes:</i> Annual WCES PD plan, staff evaluation results to be used as evidence.			
10/22/19		Teachers will administer formative assessments, such as NC CheckIns and Istation, to provide the information needed to differentiate instruction.		Nicole Phelix Stacey Seik and Grade Level Chairs	06/01/2021
		<i>Notes:</i>			
10/7/19		Grade level teams meet weekly to discuss student data (Istation) and take data to MTSS monthly meetings.		Grade Level Chairs	05/01/2022
		<i>Notes:</i>			
10/7/19		Research-based intervention planned, scheduled, implemented, and monitored.		Nicole Phelix, Stacey Seik, Interventionists, Team	05/01/2022
		<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
			<p><i>Initial Assessment:</i></p> <p>Teachers conduct morning meetings with their students to create a collaborative, communicative and safe environment.</p> <p>Students are surveyed to determine specific needs that can be met through classroom and counseling supports.</p> <p>Once results are in, Teachers, administrators and school counselor will review results and plan for student supports.</p>	<p>Limited Development 09/16/2019</p>		
			<p><i>How it will look when fully met:</i></p> <p>Teachers conduct morning meetings with their students to create a collaborative, communicative and safe environment.</p> <p>Students are surveyed to determine specific needs that can be met through classroom and counseling supports.</p> <p>Once results are in, Teachers, administrators and school counselor will review results and plan for student supports.</p>		<p>JoAnne Long</p>	<p>12/30/2020</p>
Actions						
<i>Notes:</i>						

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Presently, 5th grade students virtually visit their cluster middle school. We will collaboratively create class rosters to help ensure successful transitions from grade level to grade level. We host a variety of future kindergarten student/family events.	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		Our rising middle school students will have visited their cluster middle school. Balanced, student-based class rosters will be shared with teachers before start-of-year open house. New kindergarten students and their families will attend one or more activities before the start of the kindergarten year. Inquiry Learning Team consisting of one representative per grade level meets regularly to plan staff development activities to enhance learning across all grade levels.		Caroline Sitzer	08/31/2021
Actions			0 of 4 (0%)		
	10/7/19	5th graders visit cluster middle schools		Caroline Sitzer	05/01/2021
	<i>Notes:</i> Visits during the 2020-2021 school year may need to be virtual.				
	10/7/19	New to kindergarten students will attend one or more school-based activities before the beginning of the school year.		Christin Becker	06/01/2021
	<i>Notes:</i>				
	10/11/19	Leadership Team meets regularly to vertically align student growth efforts with problem solving.		Stacey Seik	06/01/2021
	<i>Notes:</i>				
	10/7/19	Class rosters will be created by an extended team, providing a wide variety of professional input to help students better transition to the next grade level.		Mike Henderson	06/15/2021
	<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

Initial Assessment:		Members from all stakeholder groups attend regularly scheduled meetings to plan for the current school year. Team meetings include but are not limited to: <ul style="list-style-type: none"> determination of site based members determination of chair, timekeeper and secretary school-wide goals for improvement determination of meeting dates for the year fund raising staffing updates school calendar 	Full Implementation 07/10/2019		
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
Initial Assessment:		A leadership team meets at least monthly to review implementation of effective practices.	Limited Development 09/16/2019		
How it will look when fully met:		Evidence will be provided, in NCSTAR, that leadership meetings have occurred at least 2x monthly. This to include meeting agendas and minutes, when applicable.		Stacey Seik	05/01/2021
Actions			0 of 4 (0%)		
10/22/19	Leadership Team meets to discuss student growth and achievement.			Mike Henderson	05/01/2021
<i>Notes:</i>					
10/22/19	Leadership Team will review and reflect upon quantity and quality of meetings occurring, seeking ways to continually improve (growth mindset) while working smarter and not harder.			Stacey Seik	06/01/2021
<i>Notes:</i>					
10/11/19	Professional development is designed to allow teachers across grade levels to reflect upon the current reality of effective practices in their classroom and collaborate upon next steps to improve instructional practices which will in turn impact student growth.			Mike Henderson	06/01/2021
<i>Notes:</i>					
10/11/19	Leadership Team analyzes student data to make instructional decisions.			Nicole Phelix	06/01/2021

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>		<ul style="list-style-type: none"> Master schedule is created each year to allow common time for teams to plan collaboratively for instruction. Team leaders are determined by grade level to coordinate events and communicate needs and decisions to administration. 	Full Implementation 09/16/2019		

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>		Dr. Henderson and Mrs. Phelix utilize NCEES to conduct teacher observations and provide constructive feedback.	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		Observations will be conducted and feedback given based upon the NCEES tool for teachers according to the schedule determined for each teacher (determined by previous observation data and licensure guidelines).		Nicole Phelix	05/01/2020
Actions					

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>		Administration is currently supporting teachers by providing time to attend professional development on the implementation of the Canvas platform for virtual instruction. This is conducted through the Blended Learning Series on remote learning days and on Professional Learning Series dates (teacher workdays).	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		Teachers utilize their Canvas pages to provide virtual and in class instruction as needed to meet the needs of students during a pandemic. Parents will monitor their children's learning through the use of Canvas via the observer feature.		Stacey Seik	05/01/2021
<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>		Teachers receive NCEES training. Staff appreciation gestures occur but not always monthly.	Limited Development 09/16/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Increased retention rate of 5%. Completion report from NCEES, showing teacher training, and all formal evaluations, including summatives, are completed. Teachers will receive earned bonuses. List of staff appreciations will be documented.		Mike Henderson	05/01/2021
<i>Actions</i>			3 of 4 (75%)		
10/22/19	UCPS has a comprehensive system in place for recruiting employees.	Complete 10/01/2019	Mike Henderson	11/15/2019	
<i>Notes:</i> Reference UCPS HR Department for LEA plan.					
10/7/19	Document that we provide overt and deliberate staff appreciation at least monthly.	Complete 05/01/2020	Mike Henderson	05/01/2020	
<i>Notes:</i> n/a					
10/7/19	Licensed staff receive annual training on NCEES, the formal teacher evaluation instrument.	Complete 09/01/2019	Mike Henderson	09/30/2020	
<i>Notes:</i> Training for all staff was conducted/received on Aug. 19, 2019					
10/22/19	UCPS teachers receive performance bonuses based on EVAAS measures of student growth.		Mike Henderson	10/01/2021	
<i>Notes:</i>					
<i>Implementation:</i>			10/22/2019		
<i>Evidence</i>		10/22/2019			
<i>Experience</i>		10/22/2019			

<i>Sustainability</i>	10/22/2019			
-----------------------	------------	--	--	--

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
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	School leaders and teachers communicate with parents through Connect Ed messages, email, Canvas, Social Media and parent newsletters.	Limited Development 09/16/2019		
----------------------------	---	-----------------------------------	--	--

<i>How it will look when fully met:</i>	Teachers will host virtual curriculum nights and schedule virtual parent conferences. Students will be invited to participate in a winter break math challenge. School leaders and teachers communicate with parents through social media (Twitter, Facebook, Instagram), email, Connect Ed, Canvas and parent newsletters linked to the WCES website as evidenced via the school website and Twitter/Facebook/IG pages. Teachers send home Flight Cards (tracking behavior) each week and encourage parents to utilize educational platforms at home. Parents will be invited to virtual Curriculum events, including grade level nights, a Specials Night, and other activities.		Beth Lanzy	06/01/2021
---	--	--	-------------------	-------------------

Actions		6 of 7 (86%)		
----------------	--	---------------------	--	--

10/11/19	Weekly Newsletter and Flight Card sent home	Complete 12/10/2019	Melissa Debbold	12/01/2019
	<i>Notes:</i>			
10/11/19	Parent/Teacher conferences occur.	Complete 12/15/2019	Mike Henderson	12/15/2019
	<i>Notes:</i>			
10/11/19	Students will Participate in Extreme IXL Winter Math Hot Cocoa Challenge	Complete 01/15/2020	Mike Henderson	01/15/2020
	<i>Notes:</i>			
10/7/19	Twitter page active weekly with Tweets regarding school events and activities.	Complete 12/10/2019	stacey seik	05/01/2020
	<i>Notes:</i>			
10/7/19	School Facebook page will be updated at least weekly with posts informing parents of WCES events and activities.	Complete 12/10/2019	JoAnne Long	05/01/2020

Notes:

10/7/19

School website updated to reflect relevant photos and events occurring within the school community.

Complete 12/10/2019

Mike Henderson

05/01/2020

Notes:

10/24/19

School leadership will collaborate with our PTO to provide comprehensive support of our students and school.

Mike Henderson

06/01/2021

Notes: