

## Comprehensive Progress Report

**Mission:**

To prepare all students to be successful in a variety of living and learning environments.

**Vision:**

Wolfe School empowers all students to embrace learning so they reach their highest level of independence, establish meaningful relationships and become engaged members of their home communities.

**Goals:**

When staff greet students with appropriate salutations, students will respond accordingly utilizing total communication.

The effectiveness of reciprocal family and community engagement will increase.



! = 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:			All teachers are provided opportunities to hone skills surrounding PBIS through professional development opportunities and feedback provided during walkthroughs and observations.	Limited Development 11/06/2023		
How it will look when fully met:			All teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. All teachers will utilize evidenced based practices including a class wide PBIS system as well as individualized plans to help shape student behaviors. School wide data collection tools will be used and reviewed to ensure fidelity. Data will be reviewed on a monthly basis to review trends.		Gregory Blakeney	06/13/2025
Actions						
Notes:						

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:			Wolfe School utilizes differentiated instructional practices with the support of evidence based programs to tailor students academic experience in order to align with their Individualized Educational Plans.	Limited Development 08/28/2019		
How it will look when fully met:			All classes utilize Unique Learning and News 2 You. Teachers modify lessons in order to accommodate each learners abilities and cognitive functioning. School wide data sheets are utilized by all teachers in each classroom to track progress. Data sheets are reviewed monthly to monitor for trends and change academic interventions if needed.		Adria Speights	06/13/2025
Actions						
Notes:						
	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:			Wolfe School is in the process of updating current trauma informed care approaches to meet students emotional needs and assist in self regulating their emotional states.	Limited Development 11/06/2023		
How it will look when fully met:						
Actions						
Notes:						

	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>Wolfe School administration and teachers collaborate with each other regarding:</p> <ul style="list-style-type: none"> <li>• student growth and regression;</li> <li>• class placements;</li> <li>• behavioral needs;</li> <li>• as well as strategies and supports required to maximize each students generalization of skills across settings.</li> </ul>	Full Implementation 11/07/2023		
<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Strategic planning, mission, and vision</b>			

	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"> <li>• Resource Power, Teachers help their colleagues by sharing instructional resources, this includes instructional materials, reading, or other materials that's educational to use with students. They might also share such professional resources as articles and books.</li> <li>• Classroom supporters work inside the classroom to help teachers implement new ideas, often by demonstrating a lesson, or observing and giving feedback.</li> <li>• Facilitating professional learning opportunities among staff members is another role for teachers as well as those who lead. Their professional learning becomes more relevant, more focused on teacher's classroom work, and aligned to fill gaps in student learning.</li> <li>• Being a school leader help to create a school improvement team acting as a department chair. Supporting school initiative by representing the school, and its communities they serve.</li> <li>• All teachers exhibits a leadership in multiples, sometimes in overlapping ways. Some leadership roles are formal with designated responsibilities.</li> </ul>	Limited Development 08/28/2019		
<i>How it will look when fully met:</i>			<p>Agenda's and meeting minutes</p> <p>Observation collaboration of staff members</p> <p>Documentation from peer observations</p> <p>Staff handbook sections</p>		Cheryl Hawley	06/14/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/28/19	2. Agenda items at staff meetings to discuss effective practices focusing on improvement of core instruction, intervention strategies, and positive behavior support <ul style="list-style-type: none"> <li>a. Shared ideas and resources</li> </ul>			Sydney Tucker	03/30/2024

Notes: 10/16/19

MTSS Training-Academic strategies for Reading and Math

Continue collaboration between staff for curriculum ideas

11/13/19

Student of the Quarter-recognize positive behaviors and achievements

Field Trips-local farm, restaurants, movies to enhance curriculum

Continue to plan field trips in community

Continue collaboration

12/11/19

Planning peer observation to share instructional strategies

Discuss curriculum night ideas

1/8/20

Develop agenda for curriculum night and schedule peer observations

Create school wide plan for curriculum night

Create expectations for peer observations

10/28/19 1. Principal will establish a clearly defined leadership team  
a. Improve communication of leadership team

Patricia Daniels

06/14/2024

*Notes:* 10/16/19

Discuss teacher and parent survey with staff

Discuss school expectations

Continued collaboration of staff members within building

11/13/19

Discuss expectation for classroom team meetings (teacher and IA's)

Brainstorm about peer observations-how to effectively reflect on findings

12/11/19

Reviewed Zone guild-lines and emergency contact procedures

Developed updated emergency care team

1/8/2020

Distribute new emergency care team info-discuss procedure

Prepare schedule and expectations for peer observations

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>			<p>Designated time to afford teachers the opportunity to collaborate with each other.</p> <p>Designated time for teachers and Instructional Assistants to engage in professional development opportunities and collaborate with peers.</p>	Limited Development 08/28/2019		
<i>How it will look when fully met:</i>			Teachers and Instructional Staff participate in ongoing professional development opportunities to address behavior, academic, and functional challenges. Wolfe School's master schedule allows time for collaboration among teachers, instructional assistants, and administrative staff. Committee meeting agendas indicate data analysis and problem-solving among school staff. Lesson plans indicate collaboration among teachers. Classroom Meeting agendas provide evidence of problem-solving and data analysis of individual student academic, behavioral, and functional goals.		Vanessa Shields	11/15/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	2/10/22	Time allotted for collaboration of teachers.			Adria Speights	03/24/2024
	<i>Notes:</i>					
	2/10/22	Schedule time for IA's to meet and complete a discussion form.			Gregory Blakeney	06/14/2024
	<i>Notes:</i>					
	2/10/22	Schedule meetings with administration and teachers, administration and IAs, and classroom meetings			Adria Speights	11/15/2024
	<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>			Walk-through's  Observation  Finding ways to give feedback	Limited Development 08/28/2019		
<i>How it will look when fully met:</i>			Staff will have a variety of ways in which they are monitored for curriculum and classroom instruction on a regular basis and be provided timely, clear, constructive feedback.		Taylor Seymour	06/07/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/10/22	Create opportunities for peer review of lesson plans in order to collaborate and hone planning skills.			Adria Speights	01/31/2024
<i>Notes:</i>						
	10/10/22	Facilitate dialogue with teachers and instructional assistants regarding the integration of IEP goals in daily lesson plans			Patricia Daniels	03/03/2024
<i>Notes:</i>						
	10/10/22	Schedule pre-observation meeting, formal observation as well as dialogue sessions with teachers/instructional assistants to foster opportunities for professionals to self-reflect and be given constructive feedback.			Patricia Daniels	05/31/2024
<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

<b>Initial Assessment:</b>	Only data we have is parent/staff surveys, attendance and IEP data, Monthly Site-based meetings, Monthly Staff Meetings, School Wide MTSS Training, School Wide MTSS Goals ,Participation in District Offered Professional Development , Monthly Teacher Meetings ,Participation in Leadership Seminars	Limited Development 08/28/2019		
<b>How it will look when fully met:</b>	<p>On the first Wednesday of the month, teachers will meet to explore and potentially implement instructional based research methods to increase students' collaborative and communication skills. The second Wednesday of the month, will serve to relay information and data to instructional assistants to ensure all are motivated and educated to meet the same collaborative goals. The third Wednesday of the month provides a time for classroom staff to assess progress within their individual classrooms. During the fourth Wednesday of the month, the entire school will meet as a team to discuss and reflect on how we can improve and adapt the collaboration goal throughout the entire school.</p> <p>Staff will have the opportunity to observe other classrooms once a reporting period. Teachers will observe other teachers and instructional assistants will observe other instructional assistants. Staff will debrief after observations in order to discuss what was seen and answer any questions. This will allow time for improvement along with collaboration.</p> <p>Staff will continue to participate in extensive training for data collection techniques and classroom monitoring. Information gathered from data is used for classroom revision.</p> <p>Staff will continue to attend professional development offered by Exceptional Children's Department. Information is shared with peers during different monthly meetings and professional development opportunities.</p>		Taylor Seymour	06/13/2025
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/28/19	Weekly staff meeting with designated staff members		Taylor Seymour	06/30/2024
Notes: 10/16/19				

Staff meet as a group during specific days during the month. an agenda is determined prior to the meeting. this months staff focus was on last years staff and parent surveys.

Staff will continue to meet on designated times

Teachers met 10/2/19 at 2:30 pm

IA's met 10/9/19 at 2;30 pm

Staff will meet 10/23/19 at 2:30 pm

Classroom will meet 10/30/19 at 2:30 pm

11/13/19

Staff will met during designated days and times. The main objective was on staff roles and discussed concerns.

Staff will continue to meet during their specific times.

Teachers met 11/6/19 at 2:30 pm

IA's met 11/13/19 at 2:30 pm

Staff will meet 11/20/19 at 2:30 pm

12/11/19

Met as a team to prepare for the time before break and wrapped up any issues and discussed future areas for next meeting.

Teachers will think about a parent curriculum night and what to discuss.

other meeting did not occur due to Holiday

1/8/2020

Teachers discussed NCstar and new progress monitoring procedures.

Staff discussed updates in school and what to expect coming up.

Staff will continue to collaborate and help each other when needs arise.

Staff met 1/8/20

Teachers will meet 1/15/2020

IA's will meet 1/22/2020 and classroom staff will meet 1/29/2020

10/28/19	Staff peer observations		Vanessa Shields	11/30/2024
<p><i>Notes:</i> 10/16/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>11/13/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>12/11/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>1/8/2020</p> <p>We are currently have a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>We are determining dates and subs to do peer observation</p> <p>Peer observation will begin at the end of the month.</p>				
10/28/19	EC professional development		Debra Hodges	06/30/2025
<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>			<ul style="list-style-type: none"> <li>Wolfe School attends job fair opportunities.</li> <li>Administration routinely reviews new applicants for posted positions.</li> <li>Employee referrals are highly encouraged.</li> <li>Administration counsels with current employees to encourage continued secondary education programs for growth within Wolfe School as well as opportunities throughout UCPS.</li> <li>Evaluations are conducted throughout the school year.</li> <li>All staff members are routinely recognized for individual and group accomplishments to express appreciation as well as improve the overall climate of the school.</li> </ul>	Limited Development 09/25/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>Wolfe School increased Full Time Equivalent positions including a Behavior Management Coach as well as Exceptional Children's Coordinator to enhance instructional priorities and address deficits within each domain.</li> <li>Wolfe School has adopted a trauma informed model to proactively shape student behavior in order to maximize student independence.</li> <li>Resources are allocated for school field trips to access the community to ensure generalization of skills learned in the classroom.</li> </ul>	Full Implementation 11/07/2023		

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:			<ul style="list-style-type: none"><li>Wolfe School conducts Individualized Education Plan meetings at least annually. Families are invited to participate in each meeting. We afford families the opportunity to participate in person or virtually in order to make it as easy as possible to be actively engaged with the planning and implementation of their child's education.</li><li>Additional meetings are afforded should the need arise.</li><li>Regular correspondence is conducted daily between classroom teachers and families through a variety of platforms for written notes, and phone calls.</li></ul>	Full Implementation 11/07/2023		