

## Comprehensive Progress Report

### Mission:

Wells Elementary...Where We EMPOWER and LEAD!

### Goals:

Students in grades 3-5 will increase in proficiency on the Math End of Grade Assessments from 52.9% to 60% by June 2018 by participating in classroom activities planned by utilizing unpacking documents and district revised curriculum frameworks to fidelity when planning in order to increase rigorous instruction.

Students in grades 3-5 will increase proficiency on the Reading End of Grade Assessments from 47.1% to 55% by June 2018 by participating in classroom activities planned by utilizing unpacking documents and district revised curriculum frameworks to fidelity when planning with the Learning Focused Lesson template to increase rigorous instruction.

By June 2018, all students will decrease their number of yearly tardies from 5,431 to 4,000 by participating in a positive rewards system based on coming to school on time and remaining at school all day in order to increase the number of instructional minutes for students.



! = Past Due Actions

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>		This year we switched from being a Leader in Me/PBIS school to a PBIS (Positive Behavioral Interventions & Support) school. This summer we wrote 4 PBIS school-wide expectations and created PBIS posters to be printed and hung throughout the school. Our teachers were introduced and trained on expectations during our opening meeting. We also used the district's discipline matrix to create a Wells discipline matrix and establish guidelines for classroom discipline interventions. Our counselor is one of the steps in the interventions. Some of the members of our PBIS team have been trained in Module 1. We will continue training our team and training our staff how to teach students rules and hold them accountable in a positive fashion. We did teach the expectations for school, classroom, and centers during the first two weeks of school. Our new teachers are still in the beginning stages for this process.	Limited Development 09/16/2017		
<i>How it will look when fully met:</i>		Eighty percent or higher of our students will attend 9 weeks PBIS celebrations by meeting PBIS criteria of no office referrals and 80% positive DoJo points by June 10, 2019.		<b>Kristin Sexton</b>	<b>05/16/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>3 of 6 (50%)</b>		
1	9/18/17	Teachers agree upon Class DoJo guidelines for positive points. <i>Notes:</i>	Complete 08/24/2017	Elizabeth Reel	08/30/2017
2	9/18/17	Train staff in Class DoJo. <i>Notes:</i>	Complete 08/25/2017	Suzanne Colbert	08/30/2017
3	9/18/17	Invite parents to sign up for class DoJo. <i>Notes:</i>	Complete 08/24/2017	Teachers	09/29/2017
4	9/18/17	Hang PBIS posters and teach rules in the classroom and attendance expectations on morning announcements. <i>Notes:</i> PBIS posters will be hung as soon as possible. Expectations will be taught daily.		Sharon Huneycutt	11/01/2017
5	9/18/17	Review discipline and attendance data with MTSS/PBIS team monthly. <i>Notes:</i>		Elizabeth Reel	05/16/2018

6	9/25/17	Create a rewards program to encourage students to come to school on time and to stay all day in order to increase instructional time in the classroom		Johnnie Evans	10/18/2017
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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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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<b>Initial Assessment:</b>	Currently, the master schedule includes weekly PLCs (Professional Learning Communities) and daily common planning time for all teachers. The schedule is also accommodating to the 90-minute math and reading blocks. Grade level planning focuses on the 90 min math/reading block using the curriculum framework. Teachers currently use the guided reading and guided math planning templates. PLCs are used to plan for differentiated instruction and to group students. Formal assessment data is examined regularly and used for instructional planning in the classroom and during Beaver Academy.	Limited Development 10/21/2016			
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<b>How it will look when fully met:</b>	100% of teachers will develop and implement standards-aligned units of instruction.		<b>Suzanne Colbert</b>	<b>06/09/2020</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
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1	10/21/16	Teachers will meet during weekly PLCs to plan weekly lesson plans with support from the school improvement coach.		Suzanne Colbert	05/16/2018
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<i>Notes:</i> Grade Level Chairs provide weekly intervention and PLC minutes. Updates will be made at Leadership Meetings.					
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2	10/21/16	Lesson plans will be monitored during weekly administrative walkthroughs.		Sharon Huneycutt	01/03/2018
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<i>Notes:</i>					
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3	9/18/17	Teachers will utilize the newly revised district curriculum frameworks to build standards aligned lessons that utilize evidence based practices utilizing the Learning Focused framework in grades 3-5 and guided math and reading templates in grades K-2.		Sharon Huneycutt	06/12/2019
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<i>Notes:</i>					
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4	9/25/17	Pre and Post assessments will be utilized with each unit of instruction as a method of measuring academic progress. Schoolnet will be utilized for these assessments in grades 3-5.		Elizabeth Reel	01/02/2019
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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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<i>Initial Assessment:</i>	The school currently has students receiving interventions, but needs a more organized system of referrals to move through the system. Teachers need more information on the process and understanding of the MTSS (Multi-Tiered System of Support) process.	Limited Development 11/06/2016			
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<i>How it will look when fully met:</i>	One hundred percent of teachers will implement tier 1 (core instruction) and tier 2 and tier 3 interventions during Beaver Academy, as well as, provide monitoring of interventions every two weeks.		Suzanne Colbert	06/10/2019
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 5 (0%)</b>		
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1	11/6/16	The MTSS team will meet one time per month to review status of Tier 3 students. Tier 2 students will be discussed during PLC' s at minimum of one time per month.		Suzanne Colbert	05/16/2018
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<i>Notes:</i> MTSS will meet at least monthly and PLC's will focus on data at least monthly to review student progress. Teachers will differentiate instructional practices in the classroom to scaffold student learning deficits and close achievement gaps. Teachers will meet with parents to share and collaborate on student progress of behavior and academic interventions. Every six weeks the interventions will be assessed and changed based on the data collected. The team will look at data collected for interventions and either continue interventions or refer to the exceptional children's program . The team will understand that the intervention process is not a route to the exceptional children's program, but instead a process to build effective and explicit instruction within the classroom setting.					
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2	11/6/16	Staff will participate in district MTSS and PBIS trainings to meet academic and behavior needs of ALL students.		Suzanne Colbert	08/25/2020
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<i>Notes:</i> The MTSS/Leadership and PBIS team will meet monthly.					
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3	9/25/17	Teachers in grades 3-5 will attend Learning Focused Lesson Plan training and use this template to plan units of study during PLCs.		Sharon Huneycutt	05/16/2018	
<i>Notes:</i>						
4	9/25/17	Teachers will work with the school improvement coach and administration to review student data from benchmarks, SAM, EOG, classroom data, etc. to use to groups students and make decisions concerning research based interventions and enrichment activities.		Suzanne Colbert	08/25/2020	
<i>Notes:</i>						
5	9/25/17	Teachers will use common core unpacking documents and the Curriculum Frameworks to guide lesson planning each week in PLC's.		Suzanne Colbert	01/17/2018	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The school needs to better understand the resources that can be offered and used as emotional support. The school counselor holds class lessons and supports student. Teachers and counselor can refer students to programs outside of the school for support.	Limited Development 11/06/2016			
<i>How it will look when fully met:</i>		Teachers will use PBIS (Positive Behavioral Interventions & Support) and Class DoJo to reward positive behaviors, as well as, utilize outside agencies to address the emotional needs of students which will decrease office referrals by 10% from 246 to 221 office referrals.		<b>Johnnie Evans</b>	<b>01/31/2019</b>	
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>			
1	12/19/16	Task 2: Staff will participate in professional development on understanding socio-economically challenged students and how to teach and meet their specific needs		Sharon Huneycutt	05/16/2018	
<i>Notes:</i>						
2	12/19/16	Task 3: Utilize pilot program therapist efficiently and effectively one day per week to work with identified students (through PRIDE program)		Sharon Huneycutt	01/17/2018	
<i>Notes:</i>						
3	9/29/17	Staff will utilize Class DoJo and PBIS strategies to reward and reinforce positive student behaviors.		Sharon Huneycutt	05/16/2018	
<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>		Fifth grade students currently visit the middle school in the spring to learn about the middle school they will attend. The guidance counselor also meets with fifth grade to teach them about the differences in elementary and middle school expectations. We currently do not have any other formally planned transition activities at Wells. The counselor does work closely with parents and students who struggle as they transition from one grade level to the next.	Limited Development 09/18/2017		
<i>How it will look when fully met:</i>		Ninety percent of students will participate in grade to grade and/or level to level transition activities for Kindergarten to first, second to third, fourth to fifth, and fifth to sixth grades, which will result in successful beginning of year transitions.		<b>Johnnie Evans</b>	<b>06/10/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/18/17	Kindergarten teachers will work closely with the guidance counselor to create a transition to Kindergarten plan.		Johnnie Evans	06/12/2019
<i>Notes:</i>					
2	9/18/17	Schoolwide grade level chairs will work closely with their teams to plan and implement a grade level transition day at Wells in the Spring.		Elizabeth Reel	05/16/2018
<i>Notes:</i> This night will introduce students and their parents to their next grade level's curriculum and behavior expectations.					

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>		Wilson County Schools has organized an 11 member Low performing district Coach Team. Each member has no more than three school assignments. Two Executive directors oversee the team and plan monthly meetings and offer trainings on an as-needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.	Limited Development 11/06/2016		
<i>How it will look when fully met:</i>		The Executive Directors will hold monthly training to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. The will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. Inthe event the goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with K-12 district Curriculum Frameworks for core content areas. An online curriculum resource is available for parents. Describe how the team will sustain these efforts: The District coach Team will meet on a consistent basis with a focus on instructional progress. we will analyze data both by school and district and give schools feedback and provide resources for support. We will continue to ensure that School Improvement Plans are transformational documents with SMART goals that result in all students learning. We will focus on core instruction, monitoring progress, assessing and analyzing data in order to gain desired outcomes.		Steve Ellis	06/06/2018
<i>Action(s)</i>			0 of 3 (0%)		
1	9/25/17	The LEA will required all district team members to attend monthly meetings and trainings.		Melissa Eddy and Steve Ellis	08/25/2017

<i>Notes:</i>					
2	9/25/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		LEA District Team Members	06/06/2018
<i>Notes:</i>					
3	9/25/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Suzanne Colbert	05/16/2018
<i>Notes:</i>					
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The Leadership team meets weekly for 45 minutes, and then once per month for 1 hour and 30 minutes. The team includes our principal, assistant principal, and teachers. Wells has an effective Leadership team with good representation, reflective of the overall school composition. The Leadership team meets weekly, follows an agenda, stays focused, keeps detailed minutes which are communicated quickly to the staff, and follows through on all decisions.	Limited Development 11/06/2016		
<i>How it will look when fully met:</i>		One hundred percent of school improvement team members will be chosen and voted upon by school staff and will include administration, specials area teachers, parents, and support staff representatives who meet a minimum of two times per month to review SIP (School Improvement Plan) progress and to discuss needs of the school as measured by agendas and minutes.		<b>Tara Woodard</b>	<b>05/16/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 2 (50%)</b>		
1	12/19/16	Task 1: The leadership team will meet twice a month and utilize collaboration activities to build the SIP		Tara Woodard	06/11/2018
<i>Notes:</i>					
2	9/29/17	Each grade level, parents, support personnel and special areas teachers will nominate and vote on the school improvement team members.	Complete 08/24/2017	Sharon Huneycutt	08/24/2017
<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>		The Master Schedule reflects a 40 minute common planning period for all grade levels every day.	Limited Development 11/06/2016		
<i>How it will look when fully met:</i>		Grade level teams will meet twice a week to share data and plan instruction as reflected by agendas and minutes.		Sharon Huneycutt	02/07/2018
Action(s)	Created Date		0 of 4 (0%)		
1	12/19/16	Task 1: Master schedule will support set meeting days for PLCs, Interventions, and common planning with a set topic for each meeting from team and administration		Suzanne Colbert	12/19/2017
<i>Notes:</i>					
2	12/19/16	Task 2: Grade level meetings will follow a structured agenda to stay on task with data driven instruction		Suzanne Colbert	12/01/2017
<i>Notes:</i>					
3	9/29/17	Teachers will set norms and assign jobs as needed to keep minutes and PLCs flowing efficiently.		Suzanne Colbert	11/01/2017
<i>Notes:</i>					
4	9/29/17	All teachers will use the Learning Focused Lesson Plan in grades 3-4 for reading and all subjects in grade 5.		Suzanne Colbert	01/08/2018
<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>		Walkthroughs are performed regularly by administration, pre- and post-conferences are provided for observations. Mentoring is provided for teachers who need support. Administrators are highly visible throughout the building at various times of the day. Teachers are required to use Learning Focused Lesson Plans in grades 3-5, along with guided reading and guided math plans in grades K-5. Plans are kept in their lesson plan notebook in their classroom for easy access. Instruction is a high priority of the principal.	Limited Development 11/06/2016		
<i>How it will look when fully met:</i>		Administrators will monitor lesson plans, providing feedback, as well as, complete weekly walkthroughs using the Learning Focused Classroom Walkthrough form.		<b>Suzanne Colbert</b>	<b>06/11/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	12/19/16	Task 1: Administrators will provide feedback on lesson plans and check for alignment of curriculum framework weekly.		Sharon Huneycutt	12/31/2017
<i>Notes:</i>					
2	12/19/16	Task 2: Administrators will use the district walkthrough form to assess and provide feedback to teachers on a weekly basis either individually or during PLC's if it is a team pattern.		Sharon Huneycutt	06/11/2018
<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>		(2016-2017) Observation Data - currently administration examines ELEOT reports and provides constant teacher feedback to improve instructional practices. Using ELEOT data, professional development opportunities for teacher learning are provided to enhance current district program fidelity. Student Data - currently classroom teachers are using READ 3D, progress monitoring, SchoolNet, district benchmarks and the NC Standard Course of study to make instructional decisions about student needs. Data is examined weekly during grade level intervention meetings and PLC meetings. Data team meets regularly to discuss and update grade level and school-wide data. The Data Team tracks school-wide WIGS (Wildly Important Goals) for math and reading. Classroom teachers track class data in relation to school-wide goals, and students have Leadership Notebooks for their individual goals toward the school-wide goal.	Limited Development 10/21/2016		
<i>How it will look when fully met:</i>		One hundred percent of professional development will be based on student and teacher need as reflected by minutes from PLCs and MTSS (Multi-Tiered System of Support)/Leadership meetings.		Suzanne Colbert	12/31/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 3 (0%)</b>		
1	10/21/16	Administration will conduct regular Learning Focused walk-throughs and adhere to scheduled observations; including pre-conferences and post-conferences. Administration will provide appropriate feedback and utilize resources for additional professional development as needed.		Administrators	06/12/2018
<i>Notes:</i>					
2	10/24/16	Administration, School Improvement Coach, and Central office will provide grade levels with data on school performance after appropriate wait time followig benchmarks, and state assessments. In house data can be used at the end of each testing window. Teachers will use current data when meeting and planning instruction for students.		Grade Level Chairs/Admin.	02/05/2018
<i>Notes:</i>					

3	10/30/16	Teachers will participate in ongoing professional development on, 90-minute reading and math blocks, Learning Focused Lesson Plans, and any other PD (Professional Development) which addresses individual needs.		Suzanne Colbert	05/16/2018
<i>Notes:</i> Once required PD has been discussed and decided with the leadership team and administration, Mrs. Colbert will be responsible for entering professional development into NCEES for staff.					

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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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>		Staff participates in interviews and job fairs.	Limited Development 11/06/2016		
<i>How it will look when fully met:</i>		One hundred percent of new staff will participate in monthly PD (Professional Development) based on needs and will be assigned a mentor.		<b>Elizabeth Reel</b>	<b>01/07/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 3 (33%)</b>		
1	12/19/16	Task 1: New teacher support system aligned with district program to provide meaningful support from mentors to new teachers		Sharon Huneycutt	08/28/2018
<i>Notes:</i>					
2	12/19/16	Task 2: Utilize a needs assessment survey to establish needed professional development.	Complete 09/28/2017	Suzanne Colbert	10/25/2017
<i>Notes:</i>					
3	9/18/17	Form relationships with area universities to recruit new staff and to invite interns to volunteer on campus.		Sharon Huneycutt	11/30/2017
<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
<i>Initial Assessment:</i>		Wells Elementary currently communicates with the community in various ways including: Curriculum Nights Parent Academy Nights Crescent Gardens reading program Report Cards - quarterly Weekly - announcements by phone and email Daily- communication by teachers to parents through class DoJo Weekly Wednesday student work folders	Limited Development 10/24/2016		
<i>How it will look when fully met:</i>		Increase parent curriculum information nights from 3-5 meetings where parents are given activities that align with state standards to use with their child at home.		Sharon Huneycutt	05/16/2018
<i>Action(s)</i>		<i>Created Date</i>	<b>0 of 2 (0%)</b>		
1	10/24/16	We will purchase and make activities for parents to take home and use with their students after teacher's have modeled their use in the meeting.		Kristen Boswell	05/16/2018
<i>Notes:</i>					
2	10/24/16	School Leadership team will plan five meeting dates throughout the year to inform parents of curriculum resources and strategies to use at home.		Kristen Boswell	05/16/2018
<i>Notes:</i> Five meetings per year are planned.					