

Comprehensive Progress Report

Mission:

Our mission is to cultivate academic excellence and grow leaders to thrive in an ever-changing world.

Within a safe and supportive environment, we provide a relevant, high-quality education and live respect, inclusion and equity for everyone.

We honor compassion and promote resilience in ourselves, in our school, and in our community.

Vision:

At Whitaker Elementary, our vision is to create a K-5 school that is highly regarded for its academic excellence, finding genius in every child, assuring representation and belonging for everyone in the school community.

Goals:

All students will actively engage in differentiated, standards-aligned units of instruction in all subjects appropriate to their grade and ability level. (A2.04)

All students needing focused and strategic intervention will be offered opportunities using a variety of resources. (A4.01)

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124) A4.06



! = Past Due Objectives

KEY = Key Indicator

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:			<ul style="list-style-type: none">In class interventionsMTSSIST regularly meetsUse of online reading supplement like RAZ Kids, Tumble books, print and E-books, etc	Limited Development 06/20/2017		
How it will look when fully met:			<ul style="list-style-type: none">Data collected utilized for instructional decision-makingStaff development in Wonders Reading Program and iReady done with fidelitySubgroup gaps are not evident.		Sharon Creasy	06/01/2021
Actions				8 of 12 (67%)		
	6/20/17	Establish and maintain student data cards		Complete 09/14/2017	Sharon Creasy	09/15/2017
		Notes: Student data cards will be updated as new data becomes available; at a minimum this will take place quarterly.				
	6/20/17	Purchase of iReady for at-risk students		Complete 11/15/2017	Lindsay Mikesell	11/15/2017
		Notes:				
	6/20/17	Implement MobyMax personalized learning system in grades 1-5.		Complete 11/01/2017	Lynne LeClair	03/29/2018
		Notes:				
	4/12/18	Evaluate alternative personalized learning software platform.		Complete 06/15/2018	Bobby Stern	06/15/2018
		Notes:				
	4/12/18	Evaluate pros/cons and effectiveness of MobyMax.		Complete 06/15/2018	Bobby Stern	06/15/2018
		Notes:				
	6/15/18	Make a decision on implementation of Education Galaxy		Complete 09/25/2018	Sharon Creasy	10/10/2018
		Notes:				
	9/25/18	Staff will learn to use MTSS platform to support student goals.		Complete 04/24/2019	Catherine Yancey	04/24/2019
		Notes:				
	9/25/18	Teachers will utilize Education Galaxy with fidelity.		Complete 06/01/2019	Sheila Hester	06/15/2019
		Notes:				

6/1/19	MTSS team will work with teachers to determine targeted interventions for Tier II students.		Andrea Moore	06/01/2021
<i>Notes:</i>				
6/1/19	Teachers and support staff will be introduced, coached and guided in implementing district's Theory of Action, Systems of Support and Imperatives.		Sharon Creasy, Deneia Attucks, Hannah Womack	06/01/2021
<i>Notes:</i>				
9/27/20	Incorporate depth and complexity instructional strategies including problem-solving, inquiry-based learning and Kaplan's icon with attention to math.		Kelly Nichols	06/01/2021
<i>Notes:</i>				
9/27/20	Provide needs-based professional development supporting core instruction for all students.		Kelly Nichols	06/01/2021
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Focus core strategy by tracking use of research-based instructional strategies, types of feedback provided and classroom community effectiveness. Tier II learners we will employ support staff including specialists to assist with interventions and administering check-ins and assessments. Providing PD as needs as determined via PLTs and other opportunities an examples student academic goal tracking and utilization of district provided UPOs. 	Limited Development 10/03/2018		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> All third grade students will successfully pass Read to Achieve NC benchmark. Students are appropriated taught maximizing researched-based instructional strategies. Teachers exhibit efficacy in themselves and their student's successes. All students meet or exceed growth and subgroups. 		Lindsay Mikesell	06/01/2021
Actions				2 of 5 (40%)		
	10/3/18	Submit At-Risk budget for approval for this objective.		Complete 10/31/2018	Lindsay Mikesell	10/31/2018
<i>Notes:</i>						
	10/31/18	Track identified at-risk student tutoring		Complete 06/14/2019	Sheila Hester	06/15/2019
<i>Notes:</i>						
	6/1/19	Track use of research-based instructional strategies, types of feedback provided and classroom community effectiveness.			Kelly Nichols	01/31/2021
<i>Notes:</i>						

6/1/19	Record assessment data in grade-level student data spreadsheets which includes attendance, behavior and special needs of students MTSS team will work with teachers to determine targeted interventions for Tier II students.		K-5 Teachers	06/01/2021
<i>Notes:</i> Reformatting approach due to loss of reading interventionist roles.				
6/1/19	Monitor i-Ready usage, check-ins and other assessments, analyze and identify trends for teachers and support staff.		Kelly Nichols	06/01/2021
<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>			<ul style="list-style-type: none"> Planning and executing CWT data to formulate direction for PD and instructional practices supporting student growth. Collecting achievement, benchmark assessments analyzed including formative assessments, Panorama Data, EOQ, CogAT, ITBS, BOG, EVAAS and EOG in all content areas. Track - Demographic / Behavior / Attendance Integrate multicultural learning through recognitions, resources, and accessing district instructional resources. Continuing implementation and integration of SEL, CASEL certified, school improvement transformation model, focused on social, emotional and cultural responsiveness. 	Limited Development 04/04/2017		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> When implementation efforts are realized we will be an informed and integrated school that values the progress and possibilities of all students and adults. Collect, analyze and implement data directed imperatives. Formative and intentionally sought information in order to honor diversity in individuals and groups. Attended professional development offered via LIM, implemented with fidelity in daily student meetings and embedded in our interactions with each other. 		Lindsay Mikesell	06/01/2021
Actions				5 of 8 (62%)		
4/4/17		Identify all non-proficient students at benchmark assessments with emphasis in sub-groups.		Complete 06/15/2018	Bobby Stern	06/15/2018
<i>Notes:</i> This is a beginning work on planning and task building for this objective.						

6/20/17	Establish and maintain a data wall with roster cards for all students.	Complete 09/14/2017	Sharon Creasy	06/15/2018
	<i>Notes:</i>			
9/18/18	Review aggregated learning walk data to identify trends	Complete 06/14/2019	Brittany Barnes Polk	05/01/2019
	<i>Notes:</i>			
6/20/17	Implement attendance improvement program.	Complete 06/14/2019	Wendy Hodge	06/15/2019
	<i>Notes:</i> Quarterly recognition Weekly on WTKR			
9/25/18	Utilize Grade Level Planning Days to analyze data and collaborate to identify best practices for growth.	Complete 05/03/2020	Lindsay Mikesell	05/30/2020
	<i>Notes:</i>			
11/13/19	Deepen cultural and ethnicity awareness, biases and implement anti-bias teaching practices via professional development, reflection and resources, utilize Effie McMillian expertise and support.		Sharon Creasy	11/09/2020
	<i>Notes:</i>			
9/27/20	Teachers will implement Leader In Me (LIM), attend professional development for LIM, and include The 7 Habits in daily instruction		Lindsay Mikesell	06/01/2021
	<i>Notes:</i>			
6/20/17	Align staff development to needs determined by data and create protocol norms to guide reflections about data.		Kelly Nichols	06/01/2021
	<i>Notes:</i> Working towards implementation of this action step through teacher surveys, etc. Leader In Me and Orton-Gilliam Training, IReady and iStation training			

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">Weekly communications from teachers and the school at a minimum, done more oftenEstablish modes of interaction to communicate needs and responses.Communicate clear expectations and opportunitiesSupport parental group efforts.Develop a partnership role for family in student's instructional journey supported by resources and guidanceCreate awareness of Leader in Me approach for family practice.	Limited Development 04/26/2017		
How it will look when fully met:			<ul style="list-style-type: none">Family and school synergizing to build a community of learning and leadership for our students' future.Family survey results.Attendance at events and meetings.Feedback from parent groups and teacher communications.		Sharon Creasy	06/01/2021
Actions				6 of 9 (67%)		
	6/20/17	Consider schoolwide compact for all students to be signed by faculty, staff, students and parents prior to and at the start of the next school year.		Complete 09/18/2018	Rebecca Craps	05/15/2018
Notes: Chose to look at whole-school model instead of just a compact to establish expectations.						
	5/16/18	Host and attend Leader In Me information session atwith staff and parent representatives.		Complete 06/07/2018	Catherine Yancey	05/24/2018
Notes: A program to enhance the culture, academics and leadership for all school stakeholders.						
	9/18/18	Parents agree to school wide compact		Complete 09/18/2018	Catherine Yancey	09/18/2018
Notes:						
	6/15/18	Staff participates and engages in "Leader In Me" book study/book talks		Complete 02/27/2019	Sharon Creasy	02/28/2019
Notes:						
	6/15/18	Staff and parent visits to LIM schools		Complete 11/01/2019	Lindsay Mikesell	05/30/2019
Notes:						

1/15/20	Hold four events for families in the evening to focus on the four primary curricula. Science Night, Math night with community partner, Lowes Foods, Social Studies - multicultural week w focus on Australia, Reading Night with sessions of fun and teaching parents reading strategies.	Complete 03/02/2020	Shelia Hester	03/02/2020
<i>Notes:</i>				
9/16/20	Analyze in depth parent and student surveys to determine focus areas of concern and increase response rate for reliable, broader feedback.		Hannah Womack	12/15/2020
<i>Notes:</i>				
9/13/20	Teachers will provide student care-takers with best practices to effectively coach, model and mentor students in remote learning.		Sharon Creasy	01/01/2021
<i>Notes:</i>				
6/1/19	Implementation of Leader In Me at the family level using the LIM resources designed for this purpose.		Sharon Creasy	06/01/2021
<i>Notes:</i>				