

Comprehensive Progress Report

Mission: We believe that all children can learn. Our absolute purpose is to provide a safe and caring environment of high expectations where students master the curriculum and become lifelong learners, prepared to work effectively in a global society. We, along with our parents and community's support, believe we can make this happen.

Vision: The vision of Margaret Willis Elementary is to prepare every student to graduate from high school prepared to work in a globally competitive environment.

Goals:

- At least 40% of students in grades 3-5 will be proficient in reading and math by May 2023.
- The chronic absenteeism rate will reduce from 49% to 24.5% by May 2023.
- Teacher engagement in shared leadership will increase by 15% as measured by the teacher working condition survey by 2024.



! = 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>		Margaret Willis is a PBIS model school. There is a behavior matrix called ROAR in place that is taught throughout the school.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		Discipline will be handled consistently in regards to referrals outside of the classroom to administrators. The PBIS program is being streamlined for the 2022-23 school year to make it easier for each teacher to reward students for positive behavior. All staff will be fully trained with the Margaret Willis PBIS System and utilize the PBIS system with fidelity.		Dr. Laura Fields	06/02/2023
<i>Actions</i>			0 of 1 (0%)		
	10/4/22	A PBIS store will be established to reward students quarterly for positive behavior. Class Dojo points will be used to spend at the store.		Dr. Laura Fields	06/02/2023
<i>Notes:</i>					

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>		Currently, grade levels plan collaboratively each week to develop standards based units utilizing relevant grade and school data.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		<p>Each team will collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well--designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special Education and ELL teachers should be included on instructional teams to ensure the standards-aligned instructional units address the needs of all learners.</p> <p>Grade levels will meet twice a week to develop standards aligned units of instruction. PLC meetings will take place on Thursdays and grade levels will meet one additional day in the week. Lesson plans will be submitted by Friday afternoon each week using planbookedu.com. The plans will include a minimum of two weeks.</p>		Dustin Best	06/02/2023
Actions			0 of 2 (0%)		
	10/4/22	Grade levels will meet each semester for 1/2 day in September and February to plan for standards aligned units of instruction based on available formative and summative assessment data. Plans will include differentiation for student performing below, on or above grade level.		Domini Pierce	06/02/2023
<i>Notes:</i>					
	10/4/22	Instructional teams meet to develop plans that assure that students master standards-based objectives and also provide opportunities for enhanced learning. After reviewing the standards, assessment items and curriculum they then engage in the process of Prioritizing, Unpacking and Powering (identify essential skills).		Domini Pierce	06/02/2023
<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>		A MTSS team has been established with the purpose of implementing a tiered instructional system for students who are struggling with academics, social skills or behavior. In order to support our MTSS implementation with effective intervention strategies, staff have been trained on the effects of adverse childhood experiences and how these experiences translate academically and behaviorally in school.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		<p>MTSS will be fully implemented and operational because the benefits of standard-protocol approach include:</p> <p>More efficient use of resources, including time, reduces training and support needs for school staff, allows students more timely access to interventions, more likely to benefit the majority of students, if not all, in an intervention group and supported by rigorous evidence.</p> <p>The addition of a Mindfulness Classroom will support the MTSS process by providing for an additional intervention strategy for students who are struggling socially and emotionally during the school day.</p>		Felicia Montgomery	06/02/2023
Actions			0 of 3 (0%)		
	10/7/22	The leadership team develops a remediation schedule for each PLC and meets with the remediation teachers to ensure they use vetted CCS products.		Domini Pierce	05/23/2023
<i>Notes:</i>					
	10/4/22	By the end of the first 9 weeks, staff will identify at-risk students in order to create a plan to address these needs and implement research-based and data-driven interventions. Plans will be revisited quarterly.		Felicia Montgomery	06/02/2023
<i>Notes:</i>					
	10/4/22	Use of Title I funds to hire remediation staff to support targeted students in targeted grade levels.		Dr. Kasey Weaver	06/02/2023
<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
<i>Initial Assessment:</i>			Staff currently work on developing relationships with students in order to support a positive caring learning environment.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>			At-risk students will be identified through the MTSS process and/or the Hoonuit process. A plan for interventions will be documented on a IRP for each student not meeting grade-level expectations.		Felicia Montgomery	06/10/2024
Actions				0 of 1 (0%)		
	10/4/22	By the end of the first 9 weeks, staff will identify at-risk students in order to create an Individual Reading Plan (IRP) to address these needs and implement research-based and data-driven interventions. Student plans will be revisited as indicated on the IRP.			Felicia Montgomery	06/10/2024
<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>			Students in 5th grade participate in a middle school transition activity.	Limited Development 12/08/2021		
<i>How it will look when fully met:</i>			Students in Kindergarten and Gr 5 will participate in a transition activity.		Felicia Montgomery	05/23/2025
Actions				0 of 2 (0%)		
	9/26/22	Fifth grade students will participate in a middle school transition field trip to their designated school.			Felicia Montgomery	05/23/2025
<i>Notes:</i>						
	9/26/22	Kindergarten students will participate in beginner's day activities yearly as a transition into school yearly.			Lisa Snow	05/23/2025
<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
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Kim Robertson	06/10/2023
Actions			0 of 1 (0%)		
	10/4/22	Central services reviewers/coaches of low performing schools will visit assigned schools in person no less than once a month. During the visit the central service reviewer/coach and principal will discuss appropriate data to include, but not limited to Mclass, benchmarks, EOC, MasteryConnect results, EVAAS, discipline, attendance, observation processes, teacher support, various team meeting minutes and any additional support opportunities.		Kim Robertson	06/10/2023
<i>Notes:</i>					

	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:			Currently the Principal, Assistant Principal, and Instructional Coaches meet weekly as a leadership team to discuss implementation of standards aligned units of instruction, review tiered teacher walkthroughs and develop a coaching plan for the upcoming week.	Limited Development 09/26/2022		
How it will look when fully met:			The Leadership team will continue to meet regularly to review effective implementation of effective practice.		Dr. Kasey Weaver	05/23/2025
Actions				0 of 4 (0%)		
	9/26/22	The leadership team will meet every Friday with an agenda of items with current work actions.			Dr. Kasey Weaver	05/23/2025
<i>Notes:</i>						
	9/26/22	The school improvement team will meet once a month to monitor the implementation of key indicators.			Dr. Laura Fields	05/23/2025
<i>Notes:</i>						
	9/26/22	Staff will prepare and present at a staff meeting each month on a designated topic such as high yield strategies, data analysis, building classroom community etc.			Lejeune Moses	05/23/2025
<i>Notes:</i>						
	9/26/22	Cross-grade level teams will conduct classroom walkthrough observations looking for high yield instructional practices. Teams will make collective reflections based on evidence from observations, data analysis etc.			Lejeune Moses	05/23/2025
<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>		Grade-level teams are established at MWES. The teams meet once a week in professional learning communities to monitor data and plan according to the NC Standard Course of Study and the Cumberland County Schools pacing guide. Our school has developed leadership structures within the building that consists of correlate teams responsible for specific areas of school improvement. The school improvement team has been established as the governing body of the school. The leadership team has been established to monitor instruction and collaborate for success at Margaret Willis.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		Grade-level teams are established at MWES. The teams meet once a week in professional learning communities to monitor data and plan according to the NC Standard Course of Study and the Cumberland County Schools pacing guide.		Domini Pierce	05/23/2025
Actions			0 of 3 (0%)		
	10/7/22	School leadership meets weekly with an agenda of action items.		Dr. Kasey Weaver	05/23/2023
<i>Notes:</i>					
	9/26/22	Grade level teams will meet once a week in professional learning communities to monitor data and plan according to the NC Standard Course of Study and the Cumberland County Schools pacing guide.		Domini Pierce	05/23/2025
<i>Notes:</i>					
	9/26/22	Correlate teams will be established for distributed leadership. The teams will meet monthly.		Dr. Laura Fields	05/23/2025
<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>		The principal and assistant principal regularly monitor classroom instruction through NCEES and iRounds. Feedback is provided to each teacher through the walkthrough document, conferences or a coaching cycle.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		The Principal focuses on instruction. Improving student performance rests heavily on improving classroom instruction. Feedback will be provided to each teacher through the walkthrough document, conferences, or a coaching plan. Improvement will be noted on classroom observations and walkthrough documents with leadership and instructional walkthroughs with district leadership.		Dr. Kasey Weaver	09/23/2025
Actions			0 of 2 (0%)		
9/26/22		The principal and assistant principal will regularly monitor classroom instruction through NCEES. Feedback will be provided to each teacher through conferences.		Dr. Kasey Weaver	05/23/2023
<i>Notes:</i>					
9/26/22		The Principal and Assistant Principal will do daily irounds to provide instructional feedback through the CCS instructional walkthrough document.		Dr. Kasey Weaver	05/23/2023
<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>		MWES analyzes data on a regular basis to plan for school improvement and professional development. The instructional team meets with teachers quarterly to discuss data and set a target goal for improvement.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		<p>Margaret Willis uses data on a regular basis to plan for instruction. Small-group instruction is planned based on this data.</p> <p>The instructional coaches will integrate the PLC meetings into the grade-level meetings extending planning time to 90 minutes. This would allow teachers more time to analyze data and plan for instruction. The IC role will become more of a coach/co-teacher role with each coach working with either K-2 or 3-5.</p>		Dustin Best	05/23/2025
<i>Actions</i>			0 of 2 (0%)		
	8/24/22	Instructional coach role will change to reflect more of a co-teacher/coach role working with either K-2 teachers or 3-5 teachers. PLC meetings will be integrated into grade level meetings and led by grade level chairs. Planning time would be extended to a 90 minute window.		Dustin Best	05/23/2023
<i>Notes:</i>					
	9/26/22	Teachers will use data to plan for Tier I, II and III evidence-based interventions during small group instruction in Reading and Math.		Domini Pierce	05/23/2023
<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 are recruited through job fairs and contact with local colleges and universities.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		Margaret Willis Elementary will recruit highly qualified teachers.		Dr. Kasey Weaver	05/23/2025
Actions			0 of 2 (0%)		
	9/26/22	Principal will attend college recruitment fairs in order to recruit highly qualified teachers.		Dr. Kasey Weaver	05/23/2025
<i>Notes:</i>					
	9/26/22	Staff are recognized by being nominated and rewarded monthly		Michelle Simmons	05/23/2025
<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>		MWES hosts parent engagement nights focused on curriculum. However, turnout for these events is low.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		Margaret Willis will see an increase in attendance at curriculum nights.		Dr. Laura Fields	05/23/2025
Actions			0 of 3 (0%)		
	10/7/22	A Parent Family Ambassador will be added to MWES.		Dr. Laura Fields	05/23/2023
<i>Notes:</i>					
	8/24/22	Chronically absent students will be tracked by the social worker and leadership monthly. Regular communication and follow-up conversations with the parent will occur to ensure a plan is established to eliminate barriers to school attendance.		Kizzy Campbell	05/23/2025
<i>Notes:</i>					

9/26/22 Parent involvement data will be analyzed quarterly to assess goal attainment.

Tyera Harris

05/23/2025

Notes: