

Comprehensive Progress Report

Mission: Westarea Elementary will grow, empower, and engage ALL learners to critically think and collaborate while instilling the core values of integrity and respect!

Vision: To provide students with a safe nurturing, and equitable learning environment that equips every student with 21st-century skills to compete globally.

Goals:

Westarea Elementary students will exceed growth in ELA proficiency as measured by the ELA standardized assessment by July 2024. ELA proficiency will increase from 32.4% to 34.7%.

Community and Family Engagement: Westarea family participation in afterschool events will increase by 20% from the previous school year. Volunteers in the school will increase by 50%.

Behavior: Through restorative practices and SEL, suspensions from the previous school year will decrease by 30%.



! = 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>		PBIS has been introduced to the staff in previous years, however, the implementation has not been actively monitored or addressed. At Westarea Elementary School teachers know and understand the PBIS matrix, and teach it at the beginning of the year. It is reinforced daily to ensure all students know and understand the expectations.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, students are actively engaged in teaching and learning with minimum disruptions. Students are engaged and rewarded a minimum of once per month for positive behavior. The faculty and staff participate in a professional development session on creating a culture of consistency throughout the school building by establishing school-wide procedures that will be taught to every student and followed by all in the building. WAES spends the first ten days of the school year reviewing CCS and WAES procedures and expectations. Each teacher actively models what the expectation is for all routines throughout the building. Westarea Elementary School implements PBIS school-wide and all teachers will actively participate in the program with their students.</p> <p>98% of Students will know and abide by the PBIS Matrix</p> <p>95% of Students will be able to attend the quarterly parties.</p>		Karen Knox	04/05/2024
<i>Actions</i>			0 of 3 (0%)		
	10/13/22	Students will recite the PBIS matrix at the beginning of every day to be reminded of expectations and daily goals.		Karen Knox	10/30/2023
<i>Notes:</i>					
	10/13/22	PBIS expectations will be posted throughout the building as a visual model for staff and students.		Dorlisa Graham	10/30/2023
<i>Notes:</i>					

10/13/22	Teachers will distribute class dojo points to acknowledge preferred behavior. A prize poster will be posted in each classroom and will indicate how many points are needed to obtain the prize.		Karen Knox	01/01/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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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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<i>Initial Assessment:</i>	PBIS has been introduced to the staff in previous years, however, the implementation has not been actively monitored or addressed. At Westarea Elementary School teachers know and understand the PBIS matrix, and teach it at the beginning of the year. It is reinforced daily to ensure all students know and understand the expectations.		Limited Development 10/26/2022		
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<i>How it will look when fully met:</i>	When this objective is fully met, instructional teams will collaborate to develop lesson plans, activities, and assessments, as well as find beneficial resources that align with the state standards for each subject and grade level. Students will show growth on benchmark assessments and MClass assessments.			Jernise Rucker	05/03/2024
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Actions			0 of 3 (0%)		
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10/11/23	The instructional team will conduct quarterly K-2 and 3-5 PLCs to collaborate, discuss strategies, and share resources for grade levels.		Myesha Boykin	01/05/2024
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Notes: Suggested Meeting - Every 5th Monday.

10/12/23	Grade-level teams will use their unpacking documents, vertical progression, and the SCOS to plan engaging lessons.		Myesha Boykin	01/05/2024
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Notes:

10/11/23	The instructional team will attend each grade-level PLC weekly.		Myesha Boykin	11/30/2024
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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
<i>Initial Assessment:</i>		Westarea Teachers will meet weekly in Data PLCs as well as PLCs to plan and collaborate. Teachers will bring their curriculum resources and unpacking documents to develop lesson goals geared toward helping students be able to unpack and understand the standards they are learning. Teachers will look at weekly student data and county pacing guides to aid in creating whole-group and small-group lesson plans, teachers will utilize county-aligned resources and pacing guides.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Westarea Teachers will meet weekly in Data PLCs as well as PLCs to plan and collaborate. Teachers will look at weekly student data and the county pacing guides to aid in creating plans. Small group plans will be created using county-aligned resources and pacing guides. When fully met this will result in 80% of students showing growth and demonstrating it on benchmarks, mClass, or state tests.		Shawn Wint-Carter	05/03/2024
Actions			2 of 4 (50%)		
	10/13/22	Teachers will be able to facilitate small group planning and instruction that is differentiated to meet the needs of individual students.		Shawn Wint-Carter	01/05/2024
<i>Notes:</i>					
	10/11/23	Teachers will continuously utilize data to monitor students' progress and provide feedback on the effectiveness of the standards-aligned instruction during PLCs.		Shawn Wint-Carter	05/05/2024
<i>Notes:</i>					
	10/12/22	Teachers will be shown how to use Canvas to access CCS pacing guides and the aligned resources for planning.	Complete 08/19/2023	Latoya Rodney	06/14/2024
<i>Notes:</i>					
	10/11/23	Teachers will be given a schedule at the beginning of the year for when they will meet for weekly PLCs.	Complete 08/21/2023	Kaytie Maguire	06/24/2024
<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>			Students receive weekly SEL lessons led by the guidance counselor. Each classroom has set up calm-down corners within their classroom that allow students to self-regulate and take a moment to reset when their emotions are high. A reflection room has been created for students who receive small-group SEL lessons as an intervention. Teachers participated in PBIS training in October and learned best practices for rewarding positive behavior points. Students receive dojo points for positive behavior and may cash in those dojo points for prizes.	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>			Discipline referrals will decrease by 10% by June 2024 and OSS will decrease by 30%. When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase in positive behavior referrals. Students will have an adult advocate on campus so he/she can reach out as needed through our check-in/check-out system. Our guidance counselor will provide guided lessons on the topic/focus for the week. Counselors will consistently provide guidance lessons to all grade levels and incorporate the health, social, and emotional well-being of our scholars. Restorative practices will be implemented to support students' SEL needs. Grade-level celebrations of students who make good choices by following the school-wide PBIS Matrix.		Ashley Sanders	05/01/2024
Actions				0 of 3 (0%)		
	10/9/23		Students in all grade levels will use the calming corner to manage their emotions within a time limit and successfully return to classroom instruction.		Althea Gilbert	01/05/2024
<i>Notes:</i>						
	10/9/23		PD opportunities for teachers to implement positive classroom management practices that look to prevent discipline infractions and potentially resolve them in the classroom without discipline referrals.		Karen Knox	05/01/2024
<i>Notes:</i>						

	10/9/23	Quarterly PBIS celebrations for students who have evidence of following the Mustang Way PBIS expectations.		Althea Gilbert	05/01/2024	
<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>			Westarea Elementary administers the Cognia survey to students in grades 3, 4 & 5. The data is used to inform our school family on how to best serve our students in grades 3-5 and prepare them socially and academically for the next grade level. The school Counselor provides a schedule of regular classroom guidance lessons based on data and feedback from teachers and administration to support students with transitions. At the end of the school year, the student services team will plan transition activities for our 5th-grade students.	No Development 10/19/2023		
<i>How it will look when fully met:</i>			Student needs are addressed through a variety of processes including teacher intervention, parent communication as partners; guidance counselor support; student support service interventions; RTI implementation, and PBIS procedures in place school-wide. With all of these processes, students will make smooth transitions to the next grade level. Students will receive the necessary interventions needed to be successful as they transition to a new grade level. Our student services team will organize a 5th-grade visit to the middle school and an exiting ceremony at the end of the school year. Kindergarten students and families will participate in Kindergarten Orientation.		Ashley Sanders	05/02/2024
Actions				0 of 3 (0%)		
	10/19/23	The Instructional Leadership team will conduct a Kindergarten meeting with parents and students to welcome them to the school family.		Jernise Rucker	04/24/2024	
<i>Notes:</i>						
	10/19/23	Our Student Services Team will schedule middle school transition meetings and tours for our 5th-grade students.		Joseph Autry	04/24/2024	
<i>Notes:</i>						

10/19/23	The Student Services Team will conduct MTSS meetings for students to determine what additional support may be needed to help a student perform on grade level. The team will then develop an intervention plan and progress monitor as needed.		Joseph Autry	12/10/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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>		The administration team meets weekly with the grade level to review lesson plans. During weekly PLCs, the administration team reviews whole, small group, and station activities. The team discusses and shares best practices for teaching content areas. The team is able to collaborate on ideas with stations in ELA and math for the upcoming week and for small groups according to student data.	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>		The administration team will meet weekly to discuss best practices for developing plans and facilitating lessons. The team will work to implement lessons with high-yield strategies. The team will collaborate using data to create plans and station activities in ELA and math that align with the NC standards and student data		Kaytie Maguire	05/01/2024
Actions			1 of 2 (50%)		
10/6/22		The admin team and teachers will meet weekly to plan and discuss high-yield strategies.	Complete 10/02/2023	Shawn Wint-Carter	10/19/2023
<i>Notes:</i>		Oct. Staff- Staff had a PD on high-yield strategies to use in the classroom. Jan Staff- Staff will use high-yield strategies and data to complete whole/small group plans. FEB. SIT-Teachers must touch each student daily in reading and math during small groups. March SIT-Data day was held to discuss the next steps after looking at student data.			
10/6/22		Teachers will be assigned a PLC meeting day and time at the beginning of the year.		Faith Imbon	06/09/2024

Notes: Aug SIT-Classroom schedules should be drafted in collaboration with the team and account for remediation time.
Each grade-level has weekly PLC meetings.

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>		Each grade level is given a specific time (PLCs) to collaborate and plan according to the needs of the students. Each grade level also has a grade level chair, SIT representative, and person assigned to head the planning of each subject. Grade level chairs are assigned to each grade level to ensure the grade level is running smoothly, and that tasks assigned to grade level are being completed on time. Each grade level will vote on a SIT representative to keep the grade level informed on school issues discussed and to bring forth any concerns affecting the school. Each grade level is given a schedule with planning times allotted to complete plans each week.	Limited Development 03/15/2023		
<i>How it will look when fully met:</i>		All staff will show up and actively participate in grade-level planning bringing ideas, problems, and solutions to planning. Staff will bring their unpacking documents, manuals, and any other needed material to successfully plan standards-based instruction. Teachers will focus on students' current level of performance, and how we will change instructions to increase student performance. Each grade level will vote on a SIT representative to keep the grade level informed on school issues discussed and to bring forth any concerns affecting the school. Each grade level is given a schedule with planning times allotted to complete plans each week.		Shawn Wint-Carter	01/05/2024
Actions			0 of 2 (0%)		
	10/25/23	The instructional leadership team meets every other week for two hours and works on several different fronts to examine school-wide progress toward meeting our instructional goals and assess the performance of each grade-level.		Myesha Boykin	01/05/2024
<i>Notes:</i>					

10/25/23	Grade-level teams meet weekly in the curriculum lab to plan standards-based lessons and discuss student data.		Myesha Boykin	01/05/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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	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
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<i>Initial Assessment:</i>	Our administrative teams attend weekly PLC meetings and ask/answer questions teachers may have about their delivery of instruction and best practices. Our administrative team conducts iRounds daily and provides teachers with instant feedback to improve teaching and learning. The administrative team has started certified teacher observations using NCEES. Feedback is shared with teachers during the post-observation conference.			Limited Development 10/13/2022		
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<i>How it will look when fully met:</i>	When the objective is fully met, all teachers will receive specific and actionable feedback on a weekly basis. Teachers will provide standards-based instruction 100% of the time and proficiency levels throughout the Westarea Elementary will increase. Teachers will feel confident about the North Carolina Standards for teachers and understand them as well as recognize their role in the educational success of students.				Timberly Jones	05/03/2024
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Actions				0 of 2 (0%)		
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10/13/22	The instructional leadership team will meet to review small group lesson plans and provide feedback.				Shawn Wint-Carter	01/05/2024
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<i>Notes:</i>	Nov SIT- Members of SIT are teacher leaders. Please echo to your team that they need to submit small group plans weekly by Thursday at 12 am. Small groups should be data-driven, planned, and implemented daily using county-mandated resources. Jan. Staff Boot Camp begins Feb. 6, We will be narrowing the focus to ELA, Math, and 5th-grade Science.					
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10/11/23	Administration will attend grade-level PLCs and provide administrative updates along with teaching best practices for effective teaching and learning.				Jernise Rucker	01/05/2024
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<i>Notes:</i>						
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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>		Westarea hosts data days with grade level teams to analyze current assessment data that will drive our instruction during Math, ELA, and 5th-grade Science blocks as well as the intervention and enrichment blocks for 1st-5th grades. Our instructional leadership team meets weekly to discuss walk-through data and look for trends. We make decisions for professional development based on assessment data as well as classroom observation data.	Limited Development 10/25/2022		
<i>How it will look when fully met:</i>		Westarea Elementary will have structures in place to allow teachers to analyze data from various sources such as Benchmarks, End of Grade Tests, K-2 Math Assessments, Common Formative Assessments, mClass data, teacher observation data, and Beginning of Grade Testing. This data will be used to teach concepts, reteach concepts, and extend the teaching of certain concepts. This data will help to navigate students through the Multi-Tiered Systems of Support (MTSS) tiers.		Dorlisa Graham	05/01/2025
Actions			0 of 2 (0%)		
	10/25/22	Students will complete 20 minutes of Reading and 20 minutes of Math daily on Success Maker.		Karen Knox	01/05/2024
<i>Notes:</i>					
	10/25/22	Teachers will create differentiated and intentionalized small group plans based on student data.		Shawn Wint-Carter	01/05/2024
<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>		<p>Teachers received an in-house orientation before school started, they took a tour and were allowed to ask questions about the schedule and protocols specific to Westarea. Beginning teachers are assigned a mentor, and new staff are offered support from the office staff and other teammates.</p> <p>We have implemented certified and classified staff member of the month to boost staff morale.</p>	Limited Development 03/15/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, classified and certified staff members will be recognized monthly. Teachers will conduct and give feedback on peer walkthrough observations quarterly. Certified and classified staff members will participate in monthly “morale boosters” by grade le		Diamond Torres-Davis	05/01/2024
Actions			0 of 3 (0%)		
10/25/23	Recognize the certified and classified staff members of the month with a certificate in front of peers.			Diamond Torres-Davis	05/01/2024
<i>Notes:</i> September- The classified staff member of the month was Mrs. Hill, and the certified staff member of the month was Mrs. Knox.					
10/25/23	Peer walkthrough observations quarterly, with feedback shared promptly.			Myesha Boykin	05/01/2024
<i>Notes:</i>					

10/25/23	3. Monthly themed "Morale Boosters" chosen by Premier Professionals Correlate Team.		Diamond Torres-Davis	05/01/2024
<i>Notes:</i> September- A Taco day was sponsored by Premier Professionals. Staff members brought in different items to form a taco bar.				

Core Function:	Dimension D - Planning and Operational Effectiveness
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Effective Practice:	Resource Allocation
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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
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<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our ability to ensure the focus is on school improvement and student success. Title One funds were used to hire Learning Recovery facilitators. ESSER funds were used to hire an additional school counselor.	Limited Development 10/08/2023		
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<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Melody Boyd	05/31/2024
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Actions			0 of 1 (0%)		
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10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.			Melody Boyd	03/29/2024
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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>		The school hosts multiple curriculum nights for parents to attend throughout the year. Our parent participation and attendance at Curriculum Nights is generally low. School wide planners are provided to students for teachers to communicate daily with parents. Emails, Website based programs and phone calls home are encouraged. School wide Parent-Teacher Conferences are held 3 or more times a year to ensure parents are informed of student achievement	Limited Development 03/15/2023		
<i>How it will look when fully met:</i>		The school will host an open house for parents to meet staff. Throughout the school year teachers will send home a monthly newsletter to inform parents of the skills that are being taught in the school. The school will provide curriculum nights for parents to attend. Parents will be notified by phone, flyer, or sticker home in the daily planner. The curriculum nights will demonstrate effective practices or inform parents of skills being taught. Resources will be identified for home use. Teachers will send home progress notes and schedule conferences to discuss with parents how their child is doing in school and offer resources to use at home. Teachers will keep an open line of communication with parents daily in the planner, and phone calls home when necessary.		Sherie McNeil	05/01/2024
<i>Actions</i>			1 of 4 (25%)		
5/2/23	The school will host an Open House prior to the first day of school for parents and students to come and meet the staff at our school. Parents will be given important information about the upcoming school year and have the opportunity to ask any questions that they have; or briefly discuss any concerns they have about the upcoming school year.		Complete 08/25/2023	Sherie McNeil	08/10/2023
<i>Notes:</i> On August 25, 2023 the school held an open house for all staff to the students and parents for the upcoming school year.					
5/2/23	The school will complete a school-wide calendar with all curriculum nights, conferences, and parent nights. These dates will be posted on the calendar located on the school website.			Jared Miller	11/05/2023

Notes: Sept. SIT- Staff was reminded to make sure that they have completed all positive phone calls home for each student and to introduce themselves.

10/23/23

SIT dates have been placed on the school's website.

Important dates are placed on Classdojo as well as shared through Parentlink.

5/2/23 The school will host multiple school-wide events that encourage/engage parents and community members for the benefit of student's social and emotional learning.

Sherie McNeil

05/01/2024

Notes:

5/2/23 When parents/guardians call to express any concerns, the staff will respond to the concern within 48 hours. Staff will return call and note in parent contact log. The Parent contact log must be submitted to the parent facilitator at the end of each nine weeks.

Sherie McNeil

05/05/2024

Notes: August Retreat-When parents/guardians to express any concerns, staff was reminded and told to take back to their team that we must respond to the concern within 24-48 hours and note it in the Parent Contact Log. The Parent Contact Log must be submitted to the parent facilitator at the end of each nine weeks.