

## Comprehensive Progress Report

**Mission:** Engaging individualized instruction in a positive, student-centered community with 21st Century teaching and learning supporting high expectations for all.

**Vision:** Providing lasting paw-prints of lifelong learning.

**Goals:**

Every student in WES will graduate from high school prepared for work, further education, and citizenship.

Every student in WES will have a personalized education by excellent educators!

WES will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Every student in WES will receive Social-Emotional Learning while being healthy, safe, and responsible.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The instructional coach/principal will meet weekly in PLC's with classroom teachers and instructional assistants.	Limited Development 10/18/2017		
<i>How it will look when fully met:</i>		Teachers will become more comfortable with collecting, analyzing data and having professional collegial data discussions. Teachers will begin the process of creating a school wide data wall that will track student performance throughout the year by teacher, grade level and school wide. This will lead to teachers creating data notebooks of their own with current student data that they use to chart student growth, needs, next steps, interventions/enrichment and progress monitoring to keep all students on an upward trajectory toward proficiency and beyond. Teachers will use these weekly meetings to share their data and discuss with other teachers what is working, what can be improved and share strategies. They will use this data to drive instruction and differentiate when forming instructional groups for reading and math. This includes small group instruction and guided reading groups.		Bernadine Wood	06/09/2023
<i>Actions</i>			<b>0 of 4 (0%)</b>		
10/22/18		Teachers will consistently utilize data spreadsheets to help drive instruction on all core subject areas.		Bernardine Wood	06/01/2023
		<i>Notes:</i> Teachers will use a variety of data points.			
2/9/21		Teachers will bring iReady and informal data (unit assessments/formative/summative assessments) to the PLC meetings to share, analyze and discuss twice monthly with colleagues.		Bernardine Wood	06/15/2023
		<i>Notes:</i>			
2/9/21		Teachers will use benchmark data to create a school data wall that will be updated BOY, MOY, EOY so student growth can be tracked on a regular basis.		Bernardine Wood	06/15/2023
		<i>Notes:</i> Data wall will be in the PLC room and will be used by MTSS also to track those students who need interventions/enrichments put in place.			

2/9/21	Teachers will be provided with professional development, book study, and practice with using data to form small groups for differentiated instruction to meet their needs. We will be utilizing the following three resources to support the growth of our professional development: The Next Steps In Guided Reading, LETRS, and Number Talks.		James Schiffbauer	06/15/2023
<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
<i>Initial Assessment:</i>		We are offering a researched -based differentiated opportunities to reach ALL students. We have created an intervention time for grades K-5 that is 30-40 minutes per day in the master calendar. The entire school has the same time for this opportunity so that flex groups may occur across grade levels.	Limited Development 09/08/2016		
<i>How it will look when fully met:</i>		By the end of the 2022- 2023 school year, Weeksville Elementary School will consistently use MTSS data to group students and differentiate instruction during our remediation/ enrichment time and during the uninterrupted literacy block. The school will focus on growing all students through research-based interventions.		<b>James Schiffbauer</b>	<b>06/02/2023</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/11/16		Teachers at WES will use the MTSS process to identify students in Tier 2 and 3 for intervention.		Lisa Guyette	05/24/2023
<i>Notes:</i>		During monthly PLCs teachers will receive training and support in implementing the data mapping template. They will also receive PD on understanding the Tiers of MTSS.			
10/11/16		All teachers will follow the WES intervention time that is posted in the master schedule to meet students in Tier 2 and 3.		Jim Schiffbauer	06/09/2023
<i>Notes:</i>					
10/11/16		Weeksville Elementary School will establish a process for teachers to collaborate with AIG teacher along with school counselor on meeting students needs academically and social emotional for AIG/talented.		Lisa Guyette	06/09/2023
<i>Notes:</i>		This day will occur end of October, end of January, and mid April to discuss AIG/talented students needs.			
10/11/16		Student performance data will be monitored and shared during grade-level PLC to determine Tiered groupings.		Bernadine Wood	06/09/2023
<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>	The school counselor goes into classrooms monthly to address academic, Social-Emotional, and career topics. A Positive Behavior Intervention System ( PBIS) is in place with clear expectations of behavioral expectations and consequences for misbehavior. Communication with parents is paramount to building strong home relationships and addressing behavioral problems in the beginning stages. Additionally, we are in the beginning stages of school-wide implementation of the Responsive Classroom Approach.	Limited Development 10/11/2016				
<i>How it will look when fully met:</i>	School staff will build Social Emotional Learning into the daily curriculum utilizing Responsive Classroom strategies such as Morning Meetings. Students will actively participate in Counselors lessons to develop skills and manage Social-Emotional needs, working collaboratively, to develop a growth mindset and be prepared for a world of work.		Lisa Guyette	06/09/2023		
<b>Actions</b>				<b>0 of 3 (0%)</b>		
10/11/16	Staff will use the Educator's Handbook program for student discipline referrals.		James Schiffbauer	06/09/2023		
<i>Notes:</i>						
2/11/21	Counselor will meet with classes to do lessons on social emotional learning to bring student's attention to the importance of kindness, empathy and cooperation. These practices will be practiced daily in classrooms with the regular classroom teachers.		Lisa Guyette	06/15/2023		
<i>Notes:</i>						
2/11/21	A school-wide recognition program will be implemented to recognize and reward classes for displaying desirable character traits. Classes are rewarded with Bulldog Bones in their class Bulldog bowl when they are "caught" doing the right thing or displaying good character. When Bowls are full class wide rewards and recognition are earned.		Lisa Guyette	06/15/2023		
<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>		Weeksville Elementary currently communicates expectations and curriculum importance to parents through a variety of ways including Open Houses, Weekly folders, ParentSquare, the school website, PTO, and Title I events.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		By the end of the 2022 - 2023 school year, Weeksville Elementary School will reach more parents in a variety of ways to increase parental participation Parental involvement at WES will be measured by Title I events, Parent/Teacher Conferences, responses from ParentSquare messages, along with a host of other events. The goal is to have 100% of the staff to join PTO for the 22/23 school year.		James Schiffbauer	06/09/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/11/16	Plan and implement Title I activities/ "Show Me" nights throughout the school year.			Bernadine Wood	06/09/2023
<i>Notes:</i>					
10/22/18	Principal will keep parents informed of important dates/activities through ParentSquare.			James Schiffbauer	06/15/2023
<i>Notes:</i> If more communication is needed, extra calls may be made during the week.					