

## Comprehensive Progress Report

### Mission:

We exist to enrich every student's individual strengths by providing a challenging and nurturing environment where we instill a passion for learning, the freedom to create and discover; along with the skills and emotional character to become:

- Critical and diverse thinkers
- Active problem-solvers
- Life-long learners
- Leaders and contributors to society
- Caring and compassionate individuals
- Advocates for the community and environment
- Seekers of justice

### Vision:

J.V. Washam Elementary is a partnership of educators, families and community members dedicated to enriching the lives of all learners.

### Goals:

All teachers will receive duty-free lunch as required in NC Statute 115cC-105.27 (b)(6). This will be when possible when we are in "in-person learning" due to staffing and mandated "in-classroom" lunch. (A2.04)

All teachers will receive duty-free instructional planning each day as stated in NC statute 115C-105.27(b)(7). (A2.04)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 16.7% in SY2021-22 to 33.4% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their engagement will increase from 70% on the Fall 2021 Panorama Screener (in Grades 3-5) to 75% in SY2022-23 and 80% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 15.3% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

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>		<p>Master schedule and weekly PLC minutes provide evidence of full implementation of the development and analysis of standards-aligned units in each grade level. PLCs are meeting weekly and discussing curriculum and instruction. Each grade level did have quarterly data days where the facilitators used quarterly assessments and screeners to discuss student performance and growth. This was used to leverage whole group instruction and was used to begin looking at small group creation. Through data analysis and observation, it has been determined the school needs to focus on small group instruction during PLCs. This will be implemented during core class time and through a newly created intervention/enrichment block.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>Grade level PLCs will meet weekly. Grade level PLCs will be organized into a 4 step process using PDCA (Plan, Do, Check, Act). Facilitators will work with grade-level leads to guide teams in this process. PLC leads will work with their teams to ensure an understanding of the curriculum and facilitators will work with teams will work weekly with each PLC to analyze assessment data, provide support in the creation of small group instruction, and adjust whole group curricular use so small group instruction may take priority. PLC leads will work with support staff to guide teams in the analysis of instruction and establishment of enrichment and intervention activities. Assessment data will be used to make decisions regarding the whole group, small group, and individual instruction.</p>		Kelli Glisan (2021)	06/15/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/11/22	Each grade level PLC will utilize the Data Driven Instruction to assess student understanding and adjust whole/small group instruction accordingly. (Goal1, Goal 4)		Courtney Whittaker	02/01/2023
<i>Notes:</i>					

8/11/22	Classroom teachers will utilize EL, eNvisions and CMS curriculum in the core subjects along with district provided resources. This will assist with knowing what to teach and open up PLC time to discuss and plan how to teach and analyze the success of the curriculum through the unpacking of standards, assessments and data gained through assessments. (Goal 1 and Goal 4)		Courtney Whittaker	02/01/2023
<i>Notes:</i>				
8/11/22	Classroom teachers and support teachers (EC, TD and ELL) will work together to determine the needs of students with needs outside of core instruction. EC, TD and ELL will meet weekly with core teachers to align their instruction and support to that of the core. (Goal 1, Goal 4)		Emily Dorgan	02/01/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

	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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<b>Initial Assessment:</b>	J.V. Washam strengthened our core through the use of the EL curriculum and Envisions 2020 curriculum. This was the foundation to PLC discussions. Grade level teams collaborated with members of the TD, EC and ESL teams to promote consistency in student instruction and support. Analysis of benchmark data and quarterly assessments provide information for tier 1 students who need support beyond the core instruction. Students' individual needs were met during core block classroom time. Students who did not progress in the core moved into a Tier II or Tier III support plan created with parents and intensively monitored using bi-weekly MTSS meetings using qualitative and quantitative data as our guide for decision making.	Limited Development 08/11/2022		
<b>How it will look when fully met:</b>	This year our focus will be to be intentional in our identification of students and using a dedicated intervention/enrichment block along with our previously used small group instruction. We will use collaborative data analysis in identifying students needing strategic and intensive interventions. We will use multiple data points to screen and frequent progress monitor to assess progress in closing the gap. The goal will be to admit students into the intensive and/or strategic programs and discharge them from the programs as quickly as possible. We will also continue to focus on using data to determine the growth of our students with Exceptional Needs, English Language Learners, and Academically/Intellectually Gifted students. This data will be discussed weekly with these specialists. This focus will allow us to address all students receiving supplementary support to assure growth. We will continue to leverage grade level leadership and to build the capacity of our teacher leaders through the use of MTSS leads for each grade level. These leads will be leveraged to do more of the facilitation of MTSS meetings. We will be forming an MTSS committee as well as changing our master schedule to be more intentional with our Hawk Block. We will also be utilizing a new program called Branching Minds to document and facilitate the MTSS process.		Jaime Tecza (2017)	06/15/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/11/22	Leadership and school staff will be trained in and use the Branching Minds platform for the MTSS process.		Emily Dorgan	02/01/2023
<i>Notes:</i>				

8/11/22 Administration, Counselors and Instructional Specialists meet each week to discuss struggling students and their progress using assessment data. (Goal 1, Goal 4)

Emily Dorgan

02/01/2023

*Notes:*

	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>			<p>J.V. Washam holds support meetings including counselors, school psychologist, admin and school health personnel. A school-wide behavior support system for students and staff and students has been implemented. Our team also has provided student training on the school-wide expectations using grade level assemblies at the beginning of the year and discussed and shared discipline data during administrative team meetings. Times for morning meetings were scheduled for each class each day for 20 minutes. Teachers have received B3 training (Brain Body Behavior) to assist students with quick attention spans. Counselors deliver tiered support in the form of whole group lessons, small group needs groups and individual counseling. The school solicited a partnership with Turning Point Mental Health Services to offer a school-based mental health professional on campus 1-3 times a week. We will continue with student support meetings, morning meetings, tiered counselor support and B3 this year. We have strengthened the infrastructure to support these initiatives.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			<p>100% of teachers will implement school-wide SEL morning announcements and 20 minute morning meetings. As a result disciplinary referrals will be maintained or decrease especially for Black and Hispanic students. This will be monitored by the administrative team and discussed weekly during weekly administrative meetings. We will review the Panorama data to guide our lessons and social emotional interventions. Counselors will particularly administer lessons in which pertain to leadership, control over our own behaviors, self perception of their self efficacy, self perception of their self management and especially their self perception of their engagement in school. Grade level PLCs, admin, and our student support team will discuss struggling students (behaviorally, academically, attendance, and other needs) every two weeks and support each other in determining both formal and informal support plans for these students.</p>		Kelli Glisan (2021)	06/15/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
		8/11/22	<p>Counselors will use data received from Panorama, Caring Schools lessons, the Seven Habits of Happy Kids, and Leader in Me to create structured Morning Announcement/Morning Meeting/Tecza Talks that will begin the day for each class/child. (Goal 1, Guardrail 3, Goal 4)</p>		Kelly Mahoney	02/01/2023

Notes:

8/11/22 An attendance plan will be established where students' attendance is monitored, students positively reinforced, and interventions put in place for students with attendance needs. A focus will be second and third grade Black and Hispanic students. (Goal 1)

Kelli Glisan (2021)

02/01/2023

Notes:

**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
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<i>Initial Assessment:</i>	Currently, the leadership team conducts walkthrough observations and provides feedback to the staff. Approximately 5-10 walkthroughs are completed by each team member each week along with one grade-level learning walk a week by the entire team.		Limited Development 08/11/2022		
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<i>How it will look when fully met:</i>	When full implementation occurs, a walkthrough schedule will be created and team learning walks will take place each week. At full implementation, this will occur weekly and each administrator and instructional coach will perform 8-16 walkthroughs weekly. The administration will provide feedback using a rapid feedback sheet and collect data to discuss at weekly admin meetings. During admin meetings, the team will discuss trends for school, grade level and staff and determine any support needed.			Jaime Tecza (2017)	06/15/2024
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**Actions 0 of 2 (0%)**

8/11/22 A walkthrough and evaluation process and schedule will be implemented. At a minimum, the administration will conduct at least 8 walkthroughs in grades 3-5 language arts each week. Feedback will be provided to staff in a timely manner. (Goal 1 and Goal 4 and Guardrail 1 and 3)

Kelli Glisan (2021)

02/01/2023

Notes:

8/11/22 Administration will discuss walkthrough data in weekly administration meetings. This data will guide discussions in Professional Learning Communities and teacher professional development. When possible administration will cross reference walkthrough data with assessment data. (Goal 1 and 3)

Jaime Tecza (2017)

02/01/2023

Notes:

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 administrative team have been very strategic in their communication plan. Weekly messages from the principal are delivered via email and phone message, weekly newsletters are sent via email in collaboration with our PTO, a weekly Parent Connect Letter sent by teachers, a school-wide calendar is shared with parents both electronically and hard copy and multiple family nights have been planned in collaboration with our PTO and with maximum family participation in mind. (Guardrail 3 and Goal 4)	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The school will continue to be intentional in seeking participation through the use of our PTO with the addition of our Be There Dad's group, The Hawk Squad. 100% of staff will send at least monthly newsletters sharing the prior and upcoming curriculum. 100% of parents will participate in parent-teacher conferences and 100% of teachers will reach out to parents with positive phone calls throughout the year. We will hold multiple coffee chats throughout the beginning of the year. This will be to support parents during virtual learning. We will also create a parent resource folder in which parents have access to all school documents and information. A weekly principal message will be sent each week along with the PTO weekly newsletter, the Hawkeye. A parent survey will be administered twice a year to determine the needs of our school community. Surveys will be given in late October and again in late March. We will share the results with our SIT and staff to determine further action steps.		Jaime Tecza (2017)	06/15/2024
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	8/11/22	A folder for parent communication and resources will be set up and updated weekly. It will be communicated to families during the weekly parent News and Notes each Friday. (Goal 4, Guardrail 3)		Jaime Tecza (2017)	02/01/2023
Notes:					

8/11/22

Staff will send home communication at least weekly to parents regarding expectations and upcoming standards to be taught. Mr. Tecza will send a weekly bulletin to parents with upcoming events and pertinent information.

Jaime Tecza (2017)

02/01/2023

*Notes:*