

Comprehensive Progress Report

Mission:

To prepare all students to be successful in a variety of living and learning environments.

Vision:

Wolfe School empowers all students to embrace learning so they reach their highest level of independence, establish meaningful relationships and become engaged members of their home communities.

Goals:

- 2025-2026: Eliminate opportunity gaps.
- 2025-2026: Improve school performance.
- 2025-2026: Increase educator preparedness to meet the needs of every student.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent				
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	

Initial Assessment:

August 2025: Our school follows the state-mandated evaluation process for teachers and school leaders. While evaluations are completed as required, they are often rushed and lack the planning needed to provide timely, fair, and consistent feedback. Post-conference discussions typically do not offer constructive criticism, which limits staff's ability to reflect meaningfully on their practice or set actionable goals for growth. Staff recruitment and retention are monitored through available data, and hiring decisions are made with attention to matching staff strengths to school needs. However, evaluation tools currently do not generate sufficient data to drive targeted support or professional development. Leadership opportunities are present but not fully aligned with growth goals or evaluation insights. Our school recognizes the need to strengthen the evaluation process, improve the quality and utility of feedback, and more intentionally connect data to ongoing staff development and coaching. Addressing these areas will support a more reflective, growth-oriented culture and promote long-term staff effectiveness and retention.

Limited Development
08/07/2025

<p>How it will look when fully met:</p>	<p>When fully implemented, our school will have a robust, intentional system for recruiting, evaluating, supporting, and retaining high-quality staff. Recruitment will be proactive and equity-driven, ensuring candidates are selected based on school needs and instructional strengths. Evaluations will be timely, consistent, and grounded in evidence-based practices. Feedback will be specific, actionable, and delivered through reflective post-conferences that guide individual goal-setting and professional growth. Teachers and leaders will receive ongoing, differentiated coaching aligned to evaluation data and instructional priorities. Professional development will be responsive to staff needs and linked directly to areas for improvement identified through evaluations.</p> <p>Leadership capacity will be developed through clear pathways, and staff retention will be strengthened by a positive school culture and meaningful opportunities for advancement.</p>		<p>Patricia Daniels</p>	<p>06/10/2028</p>
--	---	--	-------------------------	-------------------

Actions		1 of 3 (33%)		
8/7/25	Administrators attend professional development on effective evaluation practices.	Complete 08/29/2025	Adria Speights (2023)	08/31/2025
<i>Notes:</i>				
8/7/25	Implement a pre-evaluation planning process to schedule and prepare for observations in advance.		Sydney Tucker (2025)	06/10/2026
<i>Notes:</i>				
8/7/25	Require post-conference documentation that includes staff reflection, goal-setting, and identified supports.		Adria Speights (2023)	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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

<p>Initial Assessment:</p>	<p>Our school serves students with significant cognitive, physical, and developmental impairments, all of whom require intensive, individualized support and are therefore considered Tier 3 by the nature of their educational needs. Within this context, we implement a tiered instructional system aligned with the North Carolina Multi-Tiered System of Support (NC MTSS) framework to address each student’s academic, behavioral, social-emotional, and attendance needs through a continuum of supports.</p> <p>While all students are classified as Tier 3, a foundational level of standards-aligned core instruction is still provided to all students. Teachers use evidence-based instructional strategies supported by the district and aligned to the North Carolina Extended Content Standards. The Unique Learning System (ULS) is the primary instructional platform and is used to plan instruction, deliver content, and monitor progress. However, increased consistency in the use of ULS is needed across classrooms to ensure all students have access to high-quality, individualized learning experiences. Instructional teams incorporate embedded social-emotional learning and behavior supports throughout the school day to promote engagement, communication, and independence.</p> <p>All students receive individualized, intensive instruction and supports as part of their core programming. These supports are guided by IEP goals, functional assessments, and comprehensive data collection systems. Staff use high-leverage practices to support learning in communication, self-help, motor skills, and academic areas. Instruction is highly scaffolded and delivered in a structured, supportive environment. Continued efforts are focused on improving consistency in implementation and strengthening data-informed instructional adjustments.</p>	<p>Limited Development 08/07/2025</p>		
<p>How it will look when fully met:</p>	<p>Teachers and support staff will effectively plan and deliver individualized instruction using Unique Learning System (ULS) and other district-provided evidence-based resources, ensuring lessons are aligned to the NC Extended Content Standards and IEP goals.</p> <p>Instruction across classrooms will be systematic, differentiated, and responsive to each student's academic, behavioral, social-emotional, and functional needs. All staff will demonstrate a strong understanding of the tiered system by differentiating within Tier 3 based on varying levels of student support needs. Supplemental and intensive</p>		<p>Adria Speights (elected 2022)</p>	<p>06/10/2028</p>

interventions will be clearly documented, implemented with fidelity, and adjusted regularly based on progress monitoring data.

Equity in access to services will be evident through consistent support across all classrooms, regardless of exceptionality or communication mode. Professional development and coaching will support continuous growth in implementing high-quality, individualized instruction.

Evidence and Data Used to Determine Full Implementation:

To determine that A4.01 has reached full implementation, we will use the following data sources and indicators:

Lesson Plans & Instructional Logs:

All teachers will consistently use Unique Learning System for lesson planning, instruction, and embedded assessment, as evidenced by completed lesson plans aligned to IEP goals and Extended Content Standards.

Progress Monitoring Data:

Progress toward academic, behavioral, and social-emotional goals will be documented using valid tools embedded in ULS and/or aligned with IEP requirements. Data will show consistent tracking and instructional adjustments based on student needs.

Fidelity Checks & Observations:

Administrators will conduct regular classroom walkthroughs and fidelity checks to ensure interventions and core instruction are implemented as designed.

Professional Development Records:

Staff participation in PD focused on ULS, high-leverage instructional practices, and progress monitoring. Follow-up coaching or PLC reflections will demonstrate application in practice.

When all of these components are in place, consistently monitored, and regularly refined based on outcomes, we will consider Indicator A4.01 to be fully implemented.

Actions		0 of 4 (0%)		
8/8/25	Develop and implement a schoolwide progress monitoring schedule.		Sydney Tucker (2025)	11/21/2025

<i>Notes:</i>			
8/8/25	Conduct fidelity checks and instructional walkthroughs focused on tiered supports and ULS implementation.		Adria Speights (2023) 06/10/2026
<i>Notes:</i>			
8/8/25	Provide targeted professional development on Unique Learning Systems.		Molly Simpson (2025) 06/10/2026
<i>Notes:</i>			
8/8/25	Ensure consistent and effective use of Unique Learning System (ULS) across all classrooms.		Adria Speights (2023) 06/10/2026
<i>Notes:</i>			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	<p>Instructional teams at our school collaboratively design and refine standards-aligned units for each subject and grade level using state standards and district pacing guides. Protected common planning time allows teachers to build units that include clear learning objectives, mastery criteria, and aligned formative and summative assessments. Cross-grade collaboration supports vertical alignment, while coordination within grade-level teams ensures horizontal alignment and consistency.</p> <p>As a specialized setting, all teachers are considered EC specialists and embed individualized supports within unit plans. Teachers routinely collaborate with related service providers to incorporate accommodations, modifications, and multiple modes of access that address the diverse needs of students with disabilities, English learners, and other diverse learners.</p> <p>Student IEP data and Unique Learning System benchmark data are regularly analyzed to inform unit design, monitor effectiveness, and guide instructional adjustments. Staff engage in ongoing professional learning based on identified needs, and regularly reflect with administration and instructional teams to evaluate student progress and improve instructional planning. This collaborative approach promotes a responsive, inclusive system of unit development while highlighting the need for continued growth in documenting units and strengthening vertical alignment across all grades.</p>	Limited Development 08/07/2025		
----------------------------	---	-----------------------------------	--	--

<p>How it will look when fully met:</p>	<p>Instructional teams consistently collaborate using a shared planning process and common templates to design and refine high-quality, standards-aligned units for every subject and grade level. Units are vertically aligned across grade levels and horizontally aligned within teams to ensure a coherent progression of skills and concepts. Each unit includes clearly defined learning objectives, mastery criteria, and aligned pre- and post-assessments that directly reflect state standards and benchmarks.</p> <p>Inclusive planning is embedded into every step, with all teachers intentionally incorporating accommodations, modifications, and multiple modes of access to support students with disabilities, English learners, and diverse learners. Teams analyze student IEP data, Unique Learning System benchmark data, and other formative results to guide unit design, monitor student growth, and make responsive instructional adjustments.</p> <p>Protected common planning time and ongoing professional learning opportunities sustain this collaborative work. Staff routinely engage in structured reflection to review units, share strategies, and strengthen instructional design.</p> <p>Evidence of full implementation includes completed unit planning templates, vertical and horizontal curriculum maps, meeting agendas and minutes from PLCs, examples of differentiated instructional materials, assessment data reports, and professional development logs documenting staff training in unit design.</p>		<p>Sydney Tucker (elected 2025)</p>	<p>06/05/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/17/25</p>	<p>Provide training to all instructional staff on how to use the template to create units with clear objectives, mastery criteria, and aligned assessments.</p>		<p>Sydney Tucker (2025)</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				
<p>9/17/25</p>	<p>Include related service providers in planning to embed accommodations and multiple access points for diverse learners.</p>		<p>Vanessa Connell (2025)</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				
<p>9/17/25</p>	<p>Provide ongoing professional development focused on unit design, inclusive planning, and data analysis.</p>		<p>Adria Speights (2023)</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				