


## Comprehensive Progress Report

**Mission:** Whitnel Elementary School is committed to providing a well-rounded education within a safe and nurturing environment that promotes a passion for life-long learning and prepares students for success.

**Vision:** Whitnel is REDI:  
Respectful, Equitable, Diverse and Inclusive.

**Goals:**

- All students will be supported through the MTSS Framework.
- 60% of students, in grades 3-5, will be proficient on administration of EOG's.
- Students' behavior will demonstrate knowledge and application of the WES School Expectation Plan: Be Kind; Be Present; Be Safe
- All students will have access to high quality instructional materials, including but not limited to, technology hardware, online programs and other instructional supplies, that support learning.

 Activity in the last 1 months

! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

In 2020-2021 school year all students and teachers have been trained to use the Zones of Regulation (SEL). A tool kit has been provided by the counselor to each classroom so students can access tools they need to control feelings that could lead to negative behavior. This will help students regulate their feelings and provides them with aid to remedy the situation with managing emotions. Every morning an announcement is made that reinforces and reminds students of our "Be" statements... Be present. Be kind. Be safe. This encourages students to be respectful of their environment, peers, and teachers. All classroom teachers have their classroom expectations posted and review them frequently so those behaviors are taught. Voice level posters are visible throughout the building in the hallways, cafeteria, classrooms, and bathrooms. This reminds students of the voice level that is appropriate for that area. Part of the environment piece of WES non-negotiables, focuses on providing a visible daily schedule, and being proactive to prone behaviors during transition time. All classrooms have their daily schedule posted, and continue to provide students with behavior expectations before any transition time.

A school Expectation Team was established during the summer of 2017. This team is lead by the school's Assistant Principal. Five common behavior expectations have been established by the team, and all staff have received information about how these expectations should be demonstrated in the following areas of the school: classroom, hallways, cafeteria, restroom, media, playground and transportation (bus and car). Students have been taught and recognize a common "quiet" signal. On-going staff development is occurring to teach staff improved behavior management techniques.

Limited Development  
10/29/2017

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When this objective is fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach the expected behaviors for students. The common expectation plan will visible in student conduct throughout the building and in classrooms. A reduction in the number of office referrals will be the result of the school expectation plan.		<b>Add Actions</b>	<b>Jessica Overmyer</b>	<b>06/10/2021</b>
<b>Actions</b>			<b>8 of 10 (80%)</b>		
10/29/17	Create an Expectation Team.		Complete 08/10/2017	Jessica Overmyer	08/03/2017
	<i>Notes:</i> The Expectation Team was established during the summer and developed a School Expectation Plan.				
10/29/17	Develop School Expectations.		Complete 08/17/2017	Expectation Team	08/18/2017
	<i>Notes:</i> Expectations are: Be Kind. Be Present. Be Safe. Be Healthy. Be Yourself.				
12/6/17	Develop a 3-5 hallway supervision schedule for the mornings		Complete 01/03/2018	Tara Hoyle	01/03/2018
	<i>Notes:</i>				
12/6/17	Develop common playground boundaries, student expectations, and staff supervision guidelines.		Complete 03/07/2018	Expectation Team	02/07/2018
	<i>Notes:</i>				
10/29/17	Teach expected behaviors to students.		Complete 06/08/2018	Classroom Teachers	06/08/2018
	<i>Notes:</i>				
12/6/17	Purchase equipment to improve playground experiences for students.		Complete 04/04/2018	Kim Case	12/06/2018
	<i>Notes:</i> 1/3/18: The swings have been ordered and should be installed in early spring. We will continue to work on the playground equipment.				
9/10/18	Staff will complete a year long PD around Conscious Discipline.		Complete 05/15/2019	All certified staff	05/15/2019
	<i>Notes:</i>				
10/24/18	Grade level teachers will lead a "Leadership Learning Lab" time one time per week. This time will focus on developing leadership skills and other character education traits that support leadership.		Complete 06/12/2019	Tara Hoyle	06/12/2019

*Notes:* The goal of this time is to reinforce skills that will lead to more success in the classroom, therefore decreasing the number of students who participate. All grade levels may not participate every week based on numbers and behaviors from that week. Grade levels will discuss to determine how this will look in their grade level.

3/27/19 - The 5th Grade Leadership Lab has been somewhat effective. It has not happened in the past 4 to 6 weeks since staff have not been available to teach consistent lessons during a set time. Logistics need to be considered and the LL should be re-vamped but is worth continuing to pursue.

10/2/20 Zones of Regulation within each classroom.

Jessica Overmyer

12/01/2020

*Notes:* Zones of Regulation posters in every room with a tool kit.

10/2/20 "Be" statements announced daily

Chad Smith

06/14/2021

*Notes:* Be present. Be kind. Be safe.

**Implementation:**

02/17/2020

**Evidence**

6/10/2019

**Experience**

6/10/2019

**Sustainability**

6/10/2019

**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
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**Initial Assessment:**

20-21 Teachers are utilizing the Wednesdays for PLC planning. Wit and Wisdom is being used in all grade levels. Eureka math is available for 5th grade and has been purchased for all grades. 4th and 5th grade are rotating subjects and collaborating on all curriculum taught.

Teachers are currently utilizing district curriculum maps to align with county and state benchmarks. The master schedule creates time for teachers to have common planning time to create units and lessons. Fifth grade teachers are using NC Check-Ins to help pace their curriculum. Teachers are provided subs for 1/2 day PLC meetings to collaborate with each other, instructional facilitator, and administration.

3/4/2020--Working to have Wit & Wisdom in all grade levels. Currently in place in grades 3 and 4 with plans to implement in grades 2 and 5 in year 20-21.

3/4/2020--Working to have Eureka Math in all grade levels. Currently in place for 5th grade with plans to expand to grades 3 and 4 in year 20-21.

Limited Development  
12/13/2016

<b>How it will look when fully met:</b>		<b>Objective Met 10/13/20</b>	<b>Chad Smith</b>	<b>08/31/2021</b>
<b>Actions</b>				
12/13/16	Grade Level Instructional Planning Professional Development Days K-5	Complete 06/11/2021	Kim Case	03/02/2017
	<i>Notes:</i> All professional development days for classroom teachers were completed.			
2/13/17	Devote professional development resources to grade level instructional planning.	Complete 04/05/2017	Kim Case	03/02/2017
	<i>Notes:</i> All teachers have been allotted Title One funds to use for the purchase of student resources in math and literacy. Orders are due March 6th.			
2/14/17	Determine the essential components of lesson planning to include in a common template for instructional plans.	Complete 02/13/2017	Tabitha Call	03/02/2017
	<i>Notes:</i> All classroom teachers completed instructional planning days to collaborate on a common template for lesson planning. This template was used to create a common lesson for each grade level.			
2/13/17	Align current CCS Pacing Guide to the 5th Grade Math NC Check-Ins.	Complete 05/03/2017	Meredith Belton	05/31/2017
	<i>Notes:</i> Whitnel Fifth Grade Math Pacing Guide  School Year 2015-2016 (Sequence of Standards Taught Prior to Implementation of NC Check-ins) 1st 9 Weeks    3rd 9 Weeks NBT.1    NF.1 NBT.2    NF.2 NBT.3    NF.3 NBT.4    NF.4 NBT.5    NF.5 NBT.6    NF.6			

2nd 9 Weeks NF.7  
NBT.7 4th 9 Weeks  
OA.1 MD.1  
OA.2 MD.2  
OA.3 MD.3  
MD.4  
MD.5

#### School Year 2016-2017

(What is Assessed on NC Check-ins)

1st 9 Weeks 3rd 9 Weeks

NBT.1 NBT.7

NBT.2 NF.2

NBT.5 NF.4

NF.3 NF.6

MD.5 NF.7

2nd 9 Weeks 4th 9 Weeks

NBT.6 No NC Check-in – Cumulative EOG test

NBT.7

NF.1

NF.2

NF.3

(What's Not Directly Assessed on NC Check-ins)

OA.1 MD.1

OA.2 MD.2

OA.3 MD.3

MD.4

NBT.3

NBT.4 G.1

G.2

NF.5 G.3

G.4

Standards to Cover in 1st 9 Weeks Including Pre-requisites

NBT.1 NBT.6 (before NF.3)  
NBT.2  
NBT.5 + MD.1 (before MD.5)  
MD.2  
NF.3 MD.3  
MD.4  
MD.5

Standards to Cover in 2nd 9 Weeks Including Pre-requisites

NBT.6 NBT.3 (before NBT.6)  
NBT.7 NBT.4  
+  
NF.1  
NF.2  
NF.3

Standards to Cover in 3rd 9 Weeks Including Pre-requisites

NBT.7 NF.5 (before NF.6)  
  
NF.2 +  
NF.4  
NF.6  
NF.7

Standards to Cover in 4th 9 Weeks

OA.1 G.1  
OA.2 G.2 + Cumulative Review  
OA.3 G.3  
G.4

2/14/17 Schedule non-instructional time to analyze data to determine effectiveness of units.

Complete 06/09/2017

Tabitha Call

06/16/2017



*Notes:* Fifth grade used NC CheckIn and aligned their math curriculum to NC CheckIn. Fifth Grade also used the Caldwell County Pacing Guide for Science Instruction. Second grade used common assessments for reading and aligned their reading instruction to the Caldwell County Pacing Guide. The Exceptional Children's department began using Unique Learning as a pre and post assessment tool monthly. It has not been fully implemented. This goal has been partially implemented and should be continued.

2/14/17	Develop a system, using Google for Educators, to facilitate the sharing of instructional plans among teachers.	Complete 10/11/2017	Zach Morrow	08/01/2017
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*Notes:* A cadre of teachers and staff are currently signed up for the Caldwell County Google for Educators course. Upon completion of the course, over 90% of the certified staff will be trained to use Google for Educators.

10/11/17	Create a specialized Academic Team to ensure that vertical alignment and common planning are occurring consistently.	Complete 08/28/2017	Kim Case	08/28/2017
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*Notes:* Academic Team was created prior to the start of the school year. The team will meet throughout the 2017-2018 school year. Academic Team planning will be reported to the SIT on a monthly basis.

10/11/17	Academic Team will report monthly to the SIT.	Complete 06/28/2019	Academic Team	06/08/2018
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*Notes:*

<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
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**Initial Assessment:**

20-21: All grade levels are using Wit and Wisdom. Eureka math has been purchased for all grade levels, but not being implemented yet. Also, the At Risk team which includes all Student Support Services, and Administration meet weekly to review all students who have behavior, attendance, mental health, or academic issues. Each individual student has an assigned plan each week if intervention is required. Monthly PLC meet during planning times to discuss growth and data.

11/6/19 - Admin is no longer using ELEOT observations in favor of a walkthrough form for looking at classroom environment and instruction. Teachers are using data notebooks which are updated at regular intervals with data from the Instructional Facilitator and/or Admin. This year the master schedule includes additional planning time on Wednesday for classroom teachers. This coincides with the speech and resource teachers as well to allow them to participate as needed with grade levels. Teachers meet every two weeks with the IF to discuss trends in the data and classroom instructional practices. Every 6 weeks teachers meet with the IF and school psych to review intervention progress. 5th grade is piloting Eureka math while 3rd and 4th are using Wit and Wisdom for their ELA core instruction.

Most tasks toward full implementation of this objective have been reached. Structures to ensure that student data is used to guide instruction make it possible to plan for the needs of students across all tiers. A uniform data collection process, classroom data notebooks, will facilitate conversations between classroom teachers and support staff. These are in the process of being completed. Additionally, ELEOT observations will be used to provide feedback to teachers about students' engagement in their lessons.

Limited Development  
12/13/2016

<b>How it will look when fully met:</b>	When this objective is fully met, classroom instruction will exemplify alignment to content standards with opportunities for students to work at differentiated levels of performance. Instructional delivery will be based on a balance of instruction and assessment and will include time for reflection on learning outcomes and data. Intervention and extension activities will be created based on student performance data collected during core instructional times. EC faculty may push in or co-teach to provide these interventions as the schedule allows. Accurate documentation of academic performance in response to evidence-based interventions will be evident in the form of up-to-date Personalized Education Plans (PEPs). PEPs will be the responsibility of the classroom teacher. Students who consistently exceed grade level expectations will be referred to the Academically-Intellectually Gifted Specialist. Classroom teachers will collaborate with all available support staff to consider the whole child and problem solve with these specialists when needs are evident. Students who move to Tier 3, or Intensive Interventions, will be referred to a School Review Team (SRT) for consideration of further resources available to meet the needs of the student.		<b>Chad Smith</b>	<b>06/14/2021</b>
<b>Actions</b>		<b>6 of 12 (50%)</b>		
2/13/17	Schedule PLC days for data analysis after Benchmarking data becomes available.	Complete 03/01/2017	Tabitha Call	02/13/2017
<i>Notes:</i> All PLC days for data analysis have been scheduled for the 2016-17 school year.				
10/11/17	Create and utilize workable, fluid classroom data notebooks during grade level, student concern, and school review team meetings.	Complete 06/11/2018	Academic Team	06/08/2018
<i>Notes:</i> 10/11/17: Create standard protocol for a data notebook 12/6/17: Data notebooks are being compiled by grade level teachers and are being used fluidly. Is a work in progress. 1/3/18: Will review data notebooks at January faculty meetings and grade level meetings. Academic team will discuss how to refine notebooks.				
9/19/18	Develop an MTSS Instructional Leadership Team (ILT) to replace the Academic and Expectation Teams.	Complete 10/24/2018	Kim Case	10/26/2018
<i>Notes:</i> 9/19/18 A primary task of the ILT will be tasked with facilitating MTSS module training.				
5/8/19	Complete MTSS Modules 1.1 & 1.2 in NCEES training site.	Complete 06/10/2019	Kim Case	06/10/2019
<i>Notes:</i>				

9/4/19	5th grade teachers will utilize Eureka Math for all students to promote increased growth and proficiency.	Complete 03/04/2020	Chad Smith	10/03/2019
<i>Notes:</i>				
1/10/20	3rd and 4th Grade classes will utilize selected reading materials that align with Wit and Wisdom to increase student academic growth.	Complete 01/06/2020	Zach Morrow	09/15/2020
<i>Notes:</i> Continue to add selections for various books that align with Wit and Wisdom.				
9/4/20	Kindergarten, 1st, 2nd, 3rd, and 4th grade teachers will utilize Eureka Math for all students to promote increased growth and proficiency.		Chad Smith	06/01/2021
<i>Notes:</i>				
9/4/20	1 Set of Geodes for grades Kindergarten, 1st, and 2nd to increase reading skills		Chad Smith	06/01/2021
<i>Notes:</i>				
10/12/20	Monthly MTSS meetings with grade levels to discuss student progress and growth.		Chad Smith	06/10/2021
<i>Notes:</i>				
5/8/19	Develop a plan for ensuring that student data, Behavioral and Academic, is communicated between grade level teachers.		Jessica Overmyer	06/11/2021
<i>Notes:</i> Teachers are filling out student inventories with academic and behavioral data to help with classroom rosters for the 19/20 school year.				
2/13/17	Create "Status of Students" meetings to identify at-risk students in all areas.		Melissa Dunn	06/11/2021
<i>Notes:</i> An at risk team composed of an administrator, nurse, counselor, and social worker meet weekly to discuss any student who is struggling academically, with attendance, or with social/emotional issues. We case manage each student and develop individualized plans for these students.				
2/13/17	Create a school review team for Tier 3 referrals.		Megan Turnmyre	06/11/2021
<i>Notes:</i> Dates have been established to help certified staff better understand and document the MTSS review process. The team is still in "beginning stages" but is continuing to be useful in discussions in regards to Tier 3 referrals. The staff are still planning professional development in the coming weeks in regards to the process.				

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>All students and staff are trained on Zones of Regulation. A color chart is visible in each classroom, and teachers help students understand what color they are each day. A tool kit is also provided for each classroom with strategies to help students maintain a color that is optimal for learning.</p> <p>As a school, we will have a Zones of Regulation Day where all staff and students are encouraged to wear their "color" for their status that day.</p>	Limited Development 12/13/2016		
<i>How it will look when fully met:</i>		<p>Emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. Teachers can help students learn to identify and understand their emotions and can teach students</p> <p>strategies for successfully managing their emotions. Students will be able to identify when they are not in an emotional place to learn, and know what tool and tricks work to help them calm to a place of successful engagement in the classroom.</p> <p>All teachers will be comfortable with the Zones of Regulation and how to guide students to access and implement their tool kits.</p>		Jessica Overmyer	10/29/2021
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	10/5/20	Posters up in every classroom.	Complete 10/05/2020	Jessica Overmyer	11/01/2020
	<i>Notes:</i>				
	10/5/20	Tool kit in every classroom with at least 3 strategies inside.		Jessica Overmyer	06/14/2021
	<i>Notes:</i>				
	10/5/20	All teachers and students are trained on the colors and how to use the colors each day.		Jessica Overmyer	06/14/2021
	<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>		<p>20-21: Administration will provide post-observation feedback within a week of the observation so teachers can receive timely feedback. Administration is present to staff and students at the beginning of each morning, and the end of each day.</p> <p>Curriculum and classroom instruction is monitored and feedback provided through regular classroom walk-throughs, discussions with Academic Team members and information sharing during grade level and faculty meetings. This objective will be fully met when the ELEOT tool is consistently used by school administration.</p> <p>3/4/2020--Informal walk throughs, data review sessions and use of NCEES</p>	Limited Development 12/13/2016		
<i>How it will look when fully met:</i>		<p>20-21: Administration will use a brief self assessment tool with teachers to gage where they are with the non-negotiables. Administration will make frequent walks throughout the day to visit each classroom at least bi-weekly.</p> <p>When this objective is fully met, ELEOT observations will be conducted for all teachers on a bi-weekly basis. To meet this objective, administration must complete the updated ELEOT training and conduct observations on the bi-weekly schedule.</p> <p>3/4/2020--After developing instructional non-negotiables, a walk through form will be created and used to evaluate teachers.</p>		Chad Smith	06/14/2021
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/5/20	Administration will be present each morning and afternoon around the school for students and staff		Chad Smith	06/14/2021
<i>Notes:</i>					
	10/5/20	Administration will make bi-weekly classroom visits to walkthrough the building.		Chad Smith	06/14/2021

Notes: