Comprehensive Progress Report

Mission: To develop lifelong learners who become the architects of their own lives by persevering through challenges, collaborating to problem solve, and building strong relationships.

Vision: Every child will receive a world-class education, realize his/her full potential, and enrich the world around him/her.

Goals:

To exceed growth as measured by 2018-19 EOG performance.

To increase overall school performance grade by 10% from 37% to 47% or higher as measured by 2018-19 EOG performance and growth.

! = 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**
Initial Assessment:	At this time implementation has been considered at a school wide level using NNN as a core management and culture initiative. Teachers have been trained and have begun using strategies and procedures from the NNN system. NNN is not fully implemented at this time. All students have begun to receive explicit instruction in skills and traits designed by our "Innovation Zone" team, however the students have not begun implementing this on their own, nor is it taking place in every classroom. The school engages in PBIS (a state and district initiative) and has provided explicit behavior lesson plans to support	Limited Development 10/19/2017		

	implementation. Updated: 2/21/18 Rubric will be needed to help monitor. Children will use NNN language throughout the day. Rubric will be added to the coaching tracker. (Documentation is needed to show it was heard and seen.) Coaches will track NNN use in observations. Date has been pushed out 2018-2019.			
How it will look when fully met:	Assessed 9/20/17 - To be fully implemented, ALL team members (teachers, staff, volunteers, etc) would fully implement schoolwide expectations of NNN. The expectations would be student driven - with students using the same language and enforcing expectations among each other. Adults and children would exemplify the skills and traits, demonstrating all on a daily basis. Discipline would be low, with limited referrals - as the culture would be so strongly established children would be too busy and goal oriented to "act out." Children would take on opportunities to "showcase" the skills and traits - possibly through PTSO or other parent events. Through restorative justice practices (implemented throughout the day - not just in discipline scenarios) efficacy would be built among students and staff to help maintain the school culture.		**Katelin Row**	**05/30/2019**
Actions		**0 of 5 (0%)**		
11/2/17	Schedule and implement NNN refresher for staff members.		Katelin Row	05/30/2019
Notes:	Mid-October, January (after winter break), April (after spring break)			
11/2/17	Assign staff member(s) to execute NNN refresher.		Katelin Row	05/30/2019
Notes:	B. Brouwers, K. Hart and V. Hemmen are recommended due to more intense training (having completed online NNN modules, etc).			
11/2/17	A student safety patrol will be organized and implemented.		Debra Lyons-Cooke	05/30/2019

	Notes:				
	11/2/17	Create a schedule for continued restorative justice implementation and training.		Benita Knight	05/30/2019
	Notes:	D. Lyons Cooke will help with this task.			
	3/14/18	A rubric will be created to encourage teachers to promote NNN in and out of the classroom.		Annette Kent	05/30/2019
	Notes:	The rubric will be used by the coaches in the school.			

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**
Initial Assessment:	Currently team teachers meet and create common lessons, however the lessons created are for short periods of time and not always aligned with data indicators from assessments. There is no consistent "unit plan" source for teachers to use in planning outside of district-provided pacing guides. Updated: 11/8/17 - At this time, i-Ready has been purchased to support the ELA and Math curriculum in grades 3-5. The school is still in search of an appropriate science and social studies curriculum to adopt, as current resources are out of date. Updated: 2/7/18- Date has been pushed out to 2019. What steps have been done for iReady so far: Sutton & others have taken Standard Mastery courses at Carver dealing with i-ready. The EOG books can be ordered. Hunt for the 5th grade science curriculum has begun by Sutton. Diagnostic test has been done to show growth	Limited Development 02/11/2016		

How it will look when fully met:	Coker-Wimberly will have teacher-made units of instruction which include aligned learning progressions, instructional activities, rigorous assessments and teacher resources for all core subjects (ELA, Math, Science, Social Studies) and elective courses offered at Coker-Wimberly (Art, Music, Media, PE, Reader's Theater (intervention)). Updated: 11/8/17 - "Full implementation" will be updated when this indicator transitions into a spotlight/focus indicator.		Katelin Row	06/29/2018
Actions		**2 of 3 (67%)**		
	10/27/16 Comprehensive Outlines/First Drafts will be completed for ELA and Math in grades K-5. These unit will include pacing (order in which taught), unpacking of standards to produce learning progressions, activities aligned to standards, clear student expectations (daily), assessments and teacher resources (including, but not limited to, appropriate text and online resources).	Complete 06/07/2017	Katelin Row	06/15/2017
	Notes: Ms. Row is the school principal who is monitoring instruction. The units of instruction are being developed and created by teachers with support of the school level instructional coach and NCDPI instructional coach using a comprehensive format created through collaboration of the principal and NCDPI instructional coach.			
	11/8/17 Curriculum for K-5 ELA and Math will be purchased for instructional use	Complete 09/14/2017	Katelin Row	09/05/2017
	Notes: iReady is the instructional curriculum			
	11/8/17 Science and social studies curriculum will be selected and purchased with an emphasis on 5th-grade science.		Katelin Row	06/18/2019
	Notes: Other supports are in place for the 2017-18 school year, with a goal of implementation of new curriculum in 2018-19. Update 11/17/17: Consideration will also be given in regards to K-4 science to ensure alignment and proper preparation for 5th grade.			

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**
Initial Assessment:			Our current implementation includes: DPI Instructional Coach - facilitates the review of data and reflection on individual needs of students. EC resource teacher does collaborate with grade level Leveled reading groups are created in classrooms to address the needs of all students (using data such as Reading 3D) Updated: 11/8/17 - "Current implementation" will be updated more thoroughly when this indicator transitions into a spotlight/focus indicator (one of the 3 indicators with intense SIT focus). School initiatives which align with this indicator include use of i-Ready to identify specific, focused interventions, and creation of MTSS "kits" for teachers to access interventions quickly and easily. Updated: 2/21/18- Here are some ways we use data. We have data meetings, interventions, small groups, tutors are in place, progress monitoring, as well as PEPs,	Limited Development 03/02/2016		
How it will look when fully met:			In order to fully develop this indicator our school would have to have a clearer understand of MTSS. This would include being able to analyze data for whole group teaching and verbalize the interventions for the 20% of student who need additional support - especially the tier 2 students who will not qualify for EC services. Our implementation of MTSS is limited to the core tier 1 and tier 3 (specialized support: EC). Until our faculty knows how to analyze data for whole group (tier 1 instruction) and effectively provide reteaching and/or interventions for students who need the second tier of support, we cannot be considered fully implemented. Possible observable aspects of this may be: providing intervention strategies/support for teachers, clarified understanding of what type of anecdotal notes should be		**Debra Lyons-Cooke**	**06/14/2019**

collected when providing interventions, alternative methods of interventions (such as strategic seating), and tier 2 plans (including PDPs and common, effective interventions).

Updated: 11/7/17 - "Full implementation" will be updated when this indicator transitions into a spotlight/focus indicator.

Actions		3 of 4 (75%)		
9/14/16	Communicate PST schedule with ALL Staff (designated days for support to be available).	Complete 09/13/2017	Debra Lyons-Cooke	09/20/2017
Notes:				
11/8/16	Create a spreadsheet for each teacher (school-wide tracking process) to monitor tier 2 and Tier 3 instruction/ interventions.	Complete 04/09/2018	Debra Lyons-Cooke	12/15/2017
Notes:	This will need to be implemented in the new school year, as we are just now learning about the MTSS (rather than PST) process.			
9/14/16	Create an aligned list of research-based/effective interventions teachers can execute in their classroom based on identified student needs/concerns.	Complete 04/09/2018	Debra Lyons-Cooke	03/22/2018
Notes:	Create a folder and Classify Tier 1 Interventions/strategies list to be shared with staff (classifications: academic, behavior, organizations, speech/language behaviors)			
8/31/16	Full Implementation of a detailed MTSS process for teachers to follow to ensure children who can be best served in tier 2 and tier 3 receive appropriate, meaningful and effective intervention. Teach this process to teachers explicitly and clarify as needed until this becomes "how we do business."		Debra Lyons-Cooke	12/03/2018
Notes:	The committee will create a uniform process for student documentation and student data for the PST/MTSS process

**Moby Max and Raz-Kids are highly recommended by the committee as a website for student baseline data.

Update: 11/8/17 - student baseline data will come from i-Ready for the 2017-18 school year | | | |

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
Initial Assessment:		*KEA will begin to address this area more. *Teachers do not receive much training in this area and need to be more culturally/community aware. *We have a guidance counselor that supports with character ed, but it's not taught consistently. Social skill lessons are provided but implementation is not consistent. Several barriers still stand in the way of teachers providing this support/intervention (due to lack of training, time and resources) Updated: 11/8/17 - "Current implementation" will be updated more thoroughly when this indicator transitions into a spotlight/focus indicator. School initiatives which align with this indicator include implementation of restorative practices, use of school counselor referral within the disciplinary process, and planning for training to support "what to look for" in addressing neglect and other concerns.	Limited Development 05/27/2016		
How it will look when fully met:		Coker-Wimberly will be have full implementation of this indicator when all staff know and understand how to serve the "whole child." Character education is embodied as how the school "does business" and isn't isolated to one or two minutes occasionally taught to children. Teachers receive PD on how to support emotional needs of children and explicit procedures to refer children to appropriate support staff. Updated: 11/8/17 - "Full implementation" will be updated when this indicator transitions into a spotlight/focus indicator. Updated: 2/7/18- Dates have been adjusted.	Objective Met 04/11/18	Debra Lyons-Cooke	06/15/2018
Actions					

	11/21/16	Develop character education lesson plans for "Courage" in alignment with district character education trait for October.	Complete 11/10/2016	Debra Lyons-Cooke	11/10/2016
	Notes:	The lessons were completed and used for instruction in October. 11/10 is when they were placed in the folder and shared with the team.			
	9/15/16	Develop a character education schedule for implementation which is in alignment with district monthly character ed calendar.	Complete 10/13/2016	Tricia Fay	11/10/2016
	Notes:	Once the plan is available, all staff will be responsible for implementation.			
	11/21/16	Develop character education lesson plans for "Integrity" in alignment with district character education trait for September.	Complete 12/14/2016	Debra Lyons-Cooke	12/15/2016
	Notes:				
	11/21/16	Develop character education lesson plans for "Service to Others" in alignment with district character education trait for November/December.	Complete 01/11/2017	Debra Lyons-Cooke	01/12/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Respect" in alignment with district character education trait for January.	Complete 02/08/2017	Debra Lyons-Cooke	02/09/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Self-discipline" in alignment with district character education trait for February.	Complete 03/08/2017	Debra Lyons-Cooke	03/09/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Kindness" in alignment with district character education trait for March.	Complete 04/12/2017	Debra Lyons-Cooke	04/13/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Good Judgement" in alignment with district character education trait for April.	Complete 05/10/2017	Monique Brown	05/11/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Perseverance" in alignment with district character education trait for May.	Complete 06/14/2017	Debra Lyons-Cooke	06/15/2017
	Notes:				
	11/21/16	Develop character education lesson plans for "Good Citizenship" in alignment with district character education trait for June/July.	Complete 06/14/2017	Monique Brown	06/15/2017

				Implementation Status	Assigned To	Target Date
		Notes:				
		11/8/16	Design, implement and store Character Education lesson plans by the end of the District assigned month	Complete 06/14/2017	Debra Lyons-Cooke	06/15/2017
		Notes:	Will build a folder in align with the district character education program to house lessons for future use.			
		9/15/16	Explicitly convey greeting expectations to teachers and support staff. Teachers/support staff will be empowered in how to address children and encourage a positive start (and finish) of the day.	Complete 08/22/2017	Benita Knight	08/28/2017
		Notes:				
		9/15/16	Create an explicit list of signs/concerns to refer to appropriate specialists and support teachers with PD for implementation.	Complete 04/09/2018	Stephanie Gay	02/08/2018
		Notes:	List will be created prior to PD. PD has not been formally scheduled yet.			
	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**
Initial Assessment:			Developed: 9/20/17 - At Coker Wimberly School we have a home to pre-K transition which consist of a home visit before they start school. the home visits are done every year. We have a plan in place for pre-k students entering into kindergarten. These children will come into the kindergarten classrooms and participate in the kindergarten activities. They go to the lunchroom and eat, and outdoors. They also participate in the music, art, PE, and media. We have a plan for our fifth grade students. They have the opportunity to participate in activities at our feeder school which is Phillips Middle School. These students are able to go on a tour of the school and participate in other activities. We will need to develop a plan for the transition between 1st and 2nd, 3rd and 4th, and 4th and 5th.	Limited Development 10/31/2017		
How it will look when fully met:			Developed: 9/20/17 - In order to fully implemented Coker Wimberly will have transition plans for every grade level. These plans will executed explicitly every year. The data will be reviewed and used within the plans in order to best serve		**Annette Kent**	**06/10/2019**

	our children. The plans will provide ongoing support for children. Updated: 2/21/18- The impact the transition plans will have on our students is that it allows children to transition a little smoother to the next grade level. The parents and the children will feel a more at ease about the move from one grade level to another.				

Actions		2 of 4 (50%)		
11/2/17	A home visit plan from home to pre-k will be done	Complete 06/18/2018	Laura Vick	09/08/2017
Notes:				
11/2/17	A plan from pre-k to kindergarten will be created and executed.	Complete 06/18/2018	Annette Kent	06/18/2018
Notes:	Updated 11.17.17: Plan will address parent roles, teachers and student roles regarding the transition.			
11/2/17	A transitional plan from 2nd grade to 3rd grade will be created.		Annette Kent	06/18/2019
Notes:	Updated 11.17.17: Plan will address parent roles, teachers and student roles regarding the transition.			
11/2/17	A transitional plan will be created for 5th to 6th grade		Debra Lyons-Cooke	06/18/2019
Notes:	Updated 11.17.17: Plan will address parent roles, teachers and student roles regarding the transition.			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
KEY B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Limited Development 11/08/2017		
How it will look when fully met:	The school district has an active and engaged team to support		Paula Flythe	02/04/2019

			each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.			

Actions				0 of 1 (0%)		
		11/8/17	An active and engaged team will be established to support Coker-Wimberly Elementary School. *Edited 11.17.17		Paula Flythe	02/04/2019

	Notes:					

	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
Initial Assessment:			Right now our strongest leadership team in the School Improvement Team (SIT). There is a strong structure in place for SIT with 2 scheduled meetings per month. Representatives range throughout all grades, support staff, etc. The meetings operate with an agenda; also minutes are recorded and shared with staff. We are working to improve open communication to the public. We continue to work to diversify topics to include instructional concerns, staff suggestions and updating the SIP based on effective practice. Updated: 11/8/17 - This is not focus indicator for the 2017-18 school year. The SIT team has been established more effectively and routine implementation is expected by the end of the year.	Limited Development 05/27/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		

How it will look when fully met:			SIT will meet bi-monthly to review effective practices and agendas will be followed.	Objective Met 09/16/18	Benita Knight	06/15/2018
Actions						
		10/19/16	SIT will continue to meet bi-weekly to review effective practices.	Complete 04/09/2018	Katelin Row	06/15/2018

Notes:	Our SIT meets every first and third Wednesday after school			
Implementation:		09/16/2018		
Evidence	9/16/2018 The agendas have been uploaded into indistar.			
Experience	9/16/2018 Our experience in meeting this objective was sometimes a challenge in meeting because some months we had to some rescheduling based on other events that have been schedule. For the most part, completing this objective was easy.			
Sustainability	9/16/2018 Our SIT members will continue to meet bi-weekly. We will also continue review standards.			

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**
Initial Assessment:	We have grade level chairs for each grade level. Teachers also have specific roles for PLC. Teachers have planning, but it's not protected. This limits time for collaborative planning. We do not have a School Community Council, as indicated in the wise ways. Updated: 11/8/17 - "Current implementation" will be updated more thoroughly when this indicator transitions into a spotlight/focus indicator. School initiatives which align with this indicator include implementation of Opportunity Culture, training and support for "Data Driven Instruction," use of teacher leaders to support PLTs, increased planning time to support more intense data analysis, and use of a diagnostic tool to monitor student growth data.	Limited Development 02/11/2016		
How it will look when fully met:	Expectations for duties, including small group support, morning, lunch and afternoon roles, are clearly communicated and easy to recognize (for new staff/faculty and/or substitutes). Everyone is willing to do his/her part and a focus is on taking on roles that are best for children - not necessarily what is most convenient		Benita Knight	12/03/2018

for the adults. Instructional planning time is protected and limited interruptions occur during this time for teachers. All staff/faculty own all data (not just by grade level or class) and all staff/faculty take part in improving the data.

Updated 9/20/17 - Expectations for duties, including small group support, morning, lunch and afternoon roles, are clearly communicated and easy to recognize (for new staff/faculty and/or substitutes). Everyone is willing to do his/her part and a focus is on taking on roles that are best for children - not necessarily what is most convenient for the adults. Instructional planning time is protected and limited interruptions occur during this time for teachers. All staff/faculty own all data (not just by grade level or class) and all staff/faculty take part in improving the data. A team is established (such as the School Community Team) to support and facilitate conversation among community-parents-school.

Actions		7 of 11 (64%)		
9/15/16	PLTs [kindergarten; first grade; second/third grade; fourth/fifth grade] will meet weekly and will be uninterrupted.	Complete 11/10/2016	Katelin Row	11/09/2016
Notes:	The PLT process (NEW) and impact will not be fully routine until November. It has already been introduced and begun.			
10/19/16	School-wide procedures will be explicitly written out to assist with the transition of new staff. Procedures included will be morning and afternoon duty	Complete 08/25/2017	Benita Knight	12/16/2016
Notes:				
11/21/16	School-wide procedures will be explicitly written out to assist with the transition of new staff. Procedures included will be lunch and bus duty	Complete 08/25/2017	Benita Knight	02/10/2017
Notes:				
11/8/17	Instructional Teacher Teams will meet weekly in PLTs	Complete 09/06/2017	Gwenevere Peebles	09/07/2017
Notes:	Teachers meet for data analysis Mondays and for development of instructional practices/lesson plans on Thursdays.			

11/8/17	Instructional Leadership team will meet at least twice a month	Complete 10/18/2017	Katelin Row	10/19/2017
Notes:	This is a standing Monday PM meeting after school with the ILT and coaches.			
11/8/17	MCLs and EITs will lead weekly data meetings with grade level/content area teachers.	Complete 02/08/2018	Gwenevere Peebles	02/08/2018
Notes:				
11/21/16	The team will establish a connection with the Family Resource Center to determine available resources and community connections.	Complete 06/08/2018	Louise Hughes	06/08/2018
Notes:				
3/14/18	Grade level data will be compiled by MCLs and lead teachers for monitoring each month.		Gwenevere Peebles	12/03/2018
Notes:				
3/14/18	Adminstration will complete walk-throughs and observations. Data for walk-throughs will be shared to analyze instructional practices and identify professional development needs.		Katelin Row	12/03/2018
Notes:				
11/21/16	Create and distribute an interest survey to determine community members who would like to serve on the School Community Team (e.g. local pastors, business owners etc).		Zina Pittman	12/03/2018
Notes:	This will be in conjunction with our work with DEPC.			
11/8/17	MCLs will lead "data-driven instruction" professional development for all certified faculty and support implementation of teaching to "misconceptions."		Gwenevere Peebles	06/30/2019
Notes:	G. Peebles, W. O'Neal, and B. Brouwers (MCLs) will work on this collectively.			

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

Initial Assessment:	Transition among leadership/administration has created inconsistency with this feedback and expectations. Updated: 11/8/17 - "Current implementation" will be updated more thoroughly when this indicator transitions into a spotlight/focus indicator. School initiatives which align with this indicator include use of weekly walkthroughs, the coaching structure and the "See it, Name it, Do it" protocol.	Limited Development 05/27/2016		
How it will look when fully met:	To be fully implemented in this indicator Coker-Wimberly should have an explicit process in place for teacher feedback. This feedback should not just be formal NCEES observation feedback but also walk-through feedback, unpacking standards/curriculum feedback, data day/PD support in response to feedback and positive support/reinforcement when appropriate. The principal should spend quality time with each teacher establishing goals that are focused on school improvement, professional growth, and/or student achievement. Through on-going communication and collaboration, the principal visits classrooms in learning rounds and formal observations. She provides both oral and written feedback to teachers to improve their craft and coordinate additional support, as needed. Throughout the year, the principal offers coaching and/or other professional development support. The teachers implement their new learning and instructional strategies, and impact is evident in student data. Updated: 11/8/17 - "Full Implementation" will be updated when this indicator transitions into a spotlight/focus indicator.		**Katelin Row**	**06/13/2019**
Actions		**9 of 12 (75%)**		
9/14/16	A focus group will be held to ensure the walk-through form created will be effective feedback for teachers.	Complete 08/11/2016	Katelin Row	08/24/2016
Notes:	This focus group was held prior to the start of the school year and walk-through form was created.			

10/27/16	Create NCEES observation plan/schedule and share with relevant faculty.	Complete 10/13/2016	Katelin Row	10/13/2016
Notes:	Should be sent out prior to the completion date, however due to the schedule of meetings the date is in October to avoid being "past due."			
10/27/16	Share school-wide expectations of PDP and co-developed with teacher/teacher input.	Complete 10/05/2016	Katelin Row	11/10/2016
Notes:				
10/27/16	Schedule explicit unpacking/data days for each grade level to work with NCDPI instructional coach to support development of meaningful learning progressions and aligned activities/assessments for second quarter instruction.	Complete 10/27/2016	Katelin Row	11/10/2016
Notes:	This will directly support indicator A2.04 regarding units of instruction.			
10/27/16	Communicate expectations of artifacts to be uploaded during MOY PDP and provide teacher support in how to do this.	Complete 01/11/2017	Benita Knight	01/12/2017
Notes:				
10/27/16	Schedule explicit unpacking/data days for each grade level to work with NCDPI instructional coach to support development of meaningful learning progressions and aligned activities/assessments for third quarter instruction.	Complete 02/09/2017	Katelin Row	02/09/2017
Notes:	This will directly support indicator A2.04 regarding units of instruction.			
10/27/16	Schedule explicit unpacking/data days for each grade level to work with NCDPI instructional coach to support development of meaningful learning progressions and aligned activities/assessments for fourth quarter instruction.	Complete 04/12/2017	Katelin Row	04/13/2017
Notes:	This will directly support indicator A2.04 regarding units of instruction.			
10/27/16	Meet with each teacher to reflect on progress/completion of PDP goals (EOY) and provide administrative feedback.	Complete 05/10/2017	Katelin Row	05/11/2017
Notes:				
9/14/16	Instructional coach (and DPI support IC) will provide lesson plan feedback directly through the plan. This should include unpacking of standards and gradual release/scaffolded teaching	Complete 06/14/2017	Katelin Row	06/14/2017

		of standards.			
	Notes:	This task aligns with the tasks in indicator A2.04 regarding instructional unit development			
	9/14/16	The administrative team (consisting of the principal. assistant principal and instructional coach) will observe and provide feedback to each teacher at least once bi-weekly.		Katelin Row	12/03/2018
	Notes:				
	11/8/17	The principal will support the implementation of the "See it, Name it, Do it" coaching protocol throughout the school building.		Katelin Row	12/03/2018
	Notes:				
	10/27/16	Develop a teacher-led process for peer observing and peer feedback.		Katelin Row	12/03/2018
	Notes:	This should be fully implemented by the end of the year, with expectations of continuation through upcoming school years. This would be optional for teachers to participate in and be 100% teacher created, and led.			

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**
Initial Assessment:			In regards to school performance data: The school district has data spreadsheets that the school uses. Teachers have been asked to update with pretest and post test data. K-2 teachers will need to create pre/post tests regularly in order to monitor teaching proficiency, student learning needs, and administration will need to be a part of the conversation. 3-5 teachers will need to assess students using following the district pacing guide and monitor accordingly. In regards to PD needs: Currently the district appears to make decisions regarding staff development on work days, etc. Half days have been devoted to mandated trainings or "highly encouraged" events (Curriculum Council, etc).	Limited Development 02/15/2016		

	Updated: 11/8/17 - "Current implementation" will be updated more thoroughly when this indicator transitions into a spotlight/focus indicator. School initiatives which align with this indicator include implementation of Opportunity Culture, and a school-wide coaching culture. Updated: 2/21/18- The 10th and the 11th actions have been added to this goal. The two actions are from the B2.03 standard. Here are some ways we use data. We have data meetings, interventions (Hill Rap pull out), small groups, tutors are in place, progress monitoring, as well as PEPs,			
How it will look when fully met:	To be fully implemented, Coker-Wimberly has analyzed end of grade, and EVAAS growth data (as a school). Using this information, we have developed our school improvement plan (in alignment with the district). Professional development needs should be identified through data (walk-through, evaluation, student performance, etc) and with teachers to ensure he/she has the skills/knowledge to meet the needs of all learners and, specifically, students in our subgroups. Data analysis continues throughout the school year using EOG relevant data such as benchmarks and the mCLASS tool at BOY, MOY, and EOY. Based on these results, teachers work collaboratively to design instruction that meets our tiered levels of instruction/support (MTSS) and the school should identify gaps in knowledge or patterns that require PD for teachers. In addition to Coker Wimberly providing professional learning/data days that allow teachers to analyze data, unpack standards and plan for instruction as a grade level, Coker-Wimberly should provided PD to the faculty based on patterns in data across grade levels and/or subject areas. Instruction should be monitored through		Katelin Row	06/14/2018

		learning rounds and formal observations with the principal and coaching staff. Our data is also used to form our I/E groups. Our children are placed with other children that have the same areas of struggles. Updated: 11/8/17 - "Full implementation" will be updated when this indicator transitions into a spotlight/focus indicator. Updated: 2/7/18- Dates have been adjusted.			
Actions			**12 of 17 (71%)**		
	2/15/16	Monitor school-wide data sources at BOY to isolate PD needs/identify gaps in instruction for children. Create PD schedule for teachers based on gaps/needs until new data source is available MOY.	Complete 11/09/2016	Katelin Row	11/09/2016
	Notes:	These data sources should be BOG data, BOY Reading 3D data, Pretest data (3-5) and EVAAS projections (4/5). All except EVAAS data should be completed by 10/12/16.			
	9/15/16	[Kindergarten] PLTs will create goals aligned with our school and district goals to help drive the work done in that forum.	Complete 11/10/2016	Linda Johnson	11/10/2016
	Notes:	PLT goals will be established by the end of September, however changes may be made through October based on BOY data.			
	9/15/16	[First Grade] PLTs will create goals aligned with our school and district goals to help drive the work done in that forum.	Complete 11/10/2016	Melissa Montoya	11/10/2016
	Notes:	PLT goals will be established by the end of September, however they may be adjusted based on BOY data.			
	9/15/16	[Second and Third Grades] PLTs will create goals aligned with our school and district goals to help drive the work done in that forum.	Complete 11/10/2016	Rachel Jones	11/10/2016
	Notes:	PLT goals will be established by the end of September but may be adjusted through October based on BOY data.			
	9/15/16	[Fourth and Fifth Grades] PLTs will create goals aligned with our school and district goals to help drive the work done in that forum.	Complete 11/10/2016	Michela Lacy	11/10/2016
	Notes:	PLT goals will be established by the end of September, however the PLT process (NEW) and impact will not be routine until

	November.			
3/3/16	Communication of "numbers" regarding SIT goal "double projected proficiency" after EVAAS data is analyzed - how many students equal "double projected proficiency."	Complete 11/09/2016	Katelin Row	11/10/2016
Notes:	All teachers must own this data, as it's the direct reflection of our school per our NC report card.			
3/3/16	Monitor school-wide data sources at MOY to isolate PD needs/identify gaps in instruction for children. Create PD schedule for teachers based on gaps/needs until new data source is available EOY.	Complete 02/08/2017	Katelin Row	02/08/2017
Notes:	Data Sources should include benchmarks (3-5), RTA portfolio progress, MOY Reading 3D data. Data should not be held until all is available and should be discussed by the team once available.			
11/8/16	[First Grade] PLTs will meet weekly to assess work towards goal and adjust instruction based on student performance data within the classroom.	Complete 06/15/2017	Melissa Montoya	06/15/2017
Notes:	Notes will be taken throughout the year.			
11/8/16	[Second and Third Grades] PLTs will meet weekly to assess work towards goal and adjust instruction based on student performance data within the classroom.	Complete 06/15/2017	Rachel Jones	06/15/2017
Notes:	Notes will be taken throughout the year.			
11/8/16	[Fourth and Fifth Grades] PLTs will meet weekly to assess work towards goal and adjust instruction based on student performance data within the classroom.	Complete 06/15/2017	Michela Lacy	06/15/2017
Notes:	Notes will be taken throughout the year.			
11/8/16	[Kindergarten] PLTs will meet weekly to assess work towards goal and adjust instruction based on student performance data within the classroom.	Complete 06/15/2017	Linda Johnson	06/15/2017
Notes:	Notes will be taken throughout the year.			
11/8/17	An updated walk-through form will be created and teacher training will be provided for use.	Complete 09/05/2017	Katelin Row	09/07/2017

					Assigned To	Target Date
	Notes:	A compliance walk-through was in place at the start of the school year. The instructional walk-through has been implemented following training early October.				
	2/21/18	Grade level data will be compiled by MCLs and lead teachers for monitoring each month.			Gwenevere Peebles	02/04/2019
	Notes:					
	11/8/17	A coaching structure will be provided to support teacher development, with every educator in the building receiving action steps at least bi-weekly to support specific professional growth			Katelin Row	02/04/2019
	Notes:					
	2/21/18	Teachers will monitor growth trajectories and use of EVAAS projections at least once every 2 months.			Britteny Brouwers	05/30/2019
	Notes:					
	9/14/16	Adminstration will complete walk-throughs and observations. Data for walk-throughs will be shared to analyze instructional practices and identify professional development needs.			Katelin Row	05/30/2019
	Notes:					
	11/8/17	Coker-Wimberly will train lead teachers to be coaches and provide professional development to other teachers within the building			Katelin Row	06/08/2019
	Notes:	Planning periods increased.				

		C2.02	**ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			All certified staff here at Coker Wimberly participates in the TrueNorthlogic professional development. Turenorth logic is a tool that is set up for staff to go in and set professional development goals as well have participate in self assessment and view observations. The staff have goals that are set by the district and these goals are given to all certified staff. The staff then have the opportunity to choose three goals that they will focused on during the school year. All artifacts that supports those goals can be uploaded to this tool. We will have skilled evaluators who can recognize classroom examples of the	Limited Development 10/23/2018		

	different components of practice, interpret that evidence against specific levels of performance, and engage teachers in productive conversations about their practice. There evaluators will be able to assess teachers accurately so teachers will accept their judgments as valid, and the public has confidence in the results.		
How it will look when fully met:	A rubric will be developed to be organized the information during classroom observations. All staff will receive their observation comments and it will be more teacher friendly. We will have skilled evaluators who can recognize classroom examples of the different components of practice, interpret that evidence against specific levels of performance, and engage teachers in productive conversations about their practice. There evaluators will be able to assess teachers accurately so teachers will accept their judgments as valid, and the public has confidence in the results. Staff will take ownership in their practice.	**Katelin Row**	**05/31/2019**
Actions		**0 of 1 (0%)**	
10/23/18	A rubric will be designed for coaches, principals, assistant principals, and peer evaluators to use during observations.	Katelin Row	12/03/2018
Notes:			

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**
Initial Assessment:		No transparency has been shared regarding the recruitment process and many staff members feel evaluations have not been conducted correctly or fairly throughout the past few years. Praise for accomplishments or hard work is not typical and acknowledgment is inconsistent. Rewards are limited. Coker-	Limited Development 05/27/2016		

	Wimberly has a significant challenge in recruitment and retention of staff. Updated: 11/8/17 - Current implementation will be updated when this indicator transitions into a spotlight/focus indicator. School initiatives which align with this indicator include Opportunity Culture Implementation and connecting current teachers with potential applicants to support desire to work at CWES.			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this becomes fully met and accomplished at Coker-Wimberly, our staff will feel supported, appreciated and valued. We will be able to easily and effectively fill vacancies. Coker-Wimberly's turnover rate will be significantly lower (almost 50% now), as teachers and other faculty will want to work at our school for long periods of time. All staff will feel as if their evaluations are completed transparently and fairly. This will be most clearly indicated through out Teacher-Working Conditions Survey and teacher turnover rates. Updated: 11/8/17 - "Full implementation" will be updated when this indicator transitions into a spotlight/focus indicator. Updated: 2/7/18 - Dates have been adjusted.		**Benita Knight**	**12/03/2018**
Actions		**5 of 6 (83%)**		
11/21/16	Review survey results to determine categories and rewards provided to staff based on set criteria.	Complete 12/15/2016	Benita Knight	12/15/2016
Notes:				
10/19/16	Develop a peer walk-through form for teachers to provide non-threatening evaluative feedback.	Complete 12/16/2016	Gwenevere Peebles	12/16/2016
Notes:				
10/19/16	Create and distribute a survey to determine rewards desired by staff for school-wide input.	Complete 12/16/2016	Louise Hughes	12/16/2016
Notes:				

10/19/16	Create a recruitment video to highlight positive aspects of working at Coker-Wimberly for future candidates.	Complete 01/13/2017	Pretrenia Sutton	01/13/2017
Notes:				
11/21/16	Communicate and implement the rewards structure based on survey feedback and given criteria.	Complete 04/09/2018	Benita Knight	01/12/2018
Notes:				
10/1/18	The Hospitality team will be established and meet regularly (monthly)		Zina Pittman	12/21/2018
Notes:	This is specific to target rewarding of staff.			
Implementation:		04/11/2018		
Evidence	4/11/2018			
Experience	4/11/2018			
Sustainability	4/11/2018			

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**
Initial Assessment:	2016-2017- The school has made strong attempts at communication (parents receive communication in the students daily agenda, phone calls, monthly class newsletters, and parent conferences) however the communication is not curriculum driven/focused - more is needed to teach parents strategies to support students at home with resources that are modeled during school functions. Parent participation in school functions and attendance at meetings is low with need for improvement. Activities are limited and do not range in times (often only occurring during the same times in the evening).

Updated: 9/20/17 -   The school has made strong attempts at | Limited Development 02/16/2016 | | |

	communication (parents receive communication in the students daily agenda, phone calls, monthly class newsletters, and parent conferences) however the communication is not curriculum driven/focused - more is needed to teach parents strategies to support students at home with resources that are modeled during school functions. Curriculum information can be limited to community members, where information is shared with parents but is not necessarily publicly available. Parent participation in school functions and attendance at meetings is low with need for improvement. Activities are limited and do not range in times (often only occurring during the same times in the evening).				
How it will look when fully met:	To be fully implemented in this indicator Coker-Wimberly should create more opportunities for parents to be directly involved in their child's learning. The vision/process for Coker-Wimberly this year will be to welcome and establish purpose for parents/guardians by beginning with non-academic events (such as a weekly lunch with your child) or non-academic traditions (such as fall festival) to help parents become comfortable with school procedures and being a part of the community in the building. After this culture is established more academically aligned, strategic events will take place. These events should happen both during the day and after school/in the evening. Academic goals should be set for each student in collaboration with the parent, so there is common ground for the parent and teacher to work together. Updated: 9/20/17- To be fully implemented in this indicator Coker-Wimberly should create more opportunities for parents to be directly involved in their child's learning. The vision/process for Coker-Wimberly this year will be to welcome and establish purpose for parents/guardians by beginning with non-academic events (such as a weekly lunch with your child) or non-academic traditions (such as fall festival) to help parents become comfortable with school procedures and being a part of the community in the building. After this culture is established more academically		**Zina Pittman**	02/04/2019	

	aligned, strategic events will take place. These events should happen both during the day and after school/in the evening. Academic goals should be set for each student in collaboration with the parent, so there is common ground for the parent and teacher to work together. School website should be up-to-date for any community member to access instructional/curriculum information for each grade level to support all adults in the community who may not be parents, but important adults in the lives of our children. Ideally, a program would be created to support our community through classes and other opportunities (such as Parent Academy) directly related to academics for our students.			
Actions		**7 of 10 (70%)**		
9/14/16	School level monthly newsletters will go out to all students regarding school events, important information and curriculum tips for parents.	Complete 10/05/2016	Zina Pittman	10/13/2016
Notes:	The first *school level* newsletter went out October and will continue throughout the school year.			
11/21/16	Report card pick up and conference scheduling expectations for November PTO/Education Night communicated to teachers, including schedule, delegations and agenda.	Complete 11/06/2016	Zina Pittman	11/10/2016
Notes:	This will be completed prior to the date listed above, however due to meeting schedules the date will remain to avoid having a task "past due."			
9/14/16	Full PTO/Education Night schedule outline created and added to handbook.	Complete 09/20/2017	Katelin Row	09/20/2017
Notes:	The first PTO/Education Night was held 9/8/16. This was our Title 1 night and literacy strategies were shared with parents. These events will continue through June. All dates are shared and assigned grade levels.			
11/8/17	Implement the All Pro Dads program at CWES with the support of a community partner and parent.	Complete 09/29/2017	Benita Knight	10/05/2017
Notes:	This will occur the last Friday of the month. Community Partner: Pastor Leonard; Parent: Tarrell Perry			
11/8/17	Partner with DEPC to establish a School Community Team	Complete 12/07/2017	Katelin Row	12/07/2017

Notes:	Primary contact with DEPC is Ms. Pattie Allen Update 11.17.17: This team will allow for increased community input in a more informal setting. This team will meet monthly. It will address how the community can support CWES and how CWES can support the community. The primary goal of this team is to ensure the community and school are one entity, rather than two separate.				
11/21/16	Collect current grade level newsletter for review by the committee - focus on curriculum information communicated to parents and tips for parental support. These newsletters will begin the process for a school-wide template to support parents with children across grade levels.	**Complete 02/22/2018**	Zina Pittman	02/22/2018	
Notes:					
11/21/16	Full implementation of aligned grade level newsletters with curriculum and parent support information included.	**Complete 05/17/2018**	Zina Pittman	05/17/2018	
Notes:					
11/2/17	Schedule a Student Reading Gala night. Students will showcase their learning to their parents. The sign in sheets will be collected.		Britteny Brouwers	12/03/2018	
Notes:	Mrs. Peebles and Mrs. Oneal will also assist in completing this task. Update 11.17.17: Event will be followed by a feedback survey to rate effectiveness of the program.				
11/21/16	Create school-wide newsletter format/template based on current grade level newsletters and ensuring inclusion of "curriculum corner" and "how you can help"/parent support activities.		Zina Pittman	12/03/2018	
Notes:					
11/21/16	Collect teacher/parent feedback and make adjustments to school-wide format/template, if needed.		Zina Pittman	12/03/2018	
Notes:					