Comprehensive Progress Report

Mission:

This is the School Improvement Plan that WCA uses to assess Comprehensive Needs

Vision: Description above is linked to the SIP.

Goals:

By June 9th, as indicated by our school attrition summary report, our student attrition rate will decrease from 24.9% to 15%. (A4.09)

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
A1.01	**The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The admin team has met to address and discuss students behavior and works to model and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.	Limited Development 05/31/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The principal will communicate expectations and regularly partner with Deans to discuss students progress with students learning, discipline.	**Objective Met 02/22/23**	**Sofia Sourgiadakis**	**06/15/2023**
Actions				
7/6/17	The principal will communicate expectations and regularly partner with Deans to discuss students progress. Weekly meetings will be calendarized and consistently held for each direct report.	Complete 09/22/2022	Annastasia Slade Ryan	09/20/2022

Notes:	The principal and deans met to review student data and behavior and teacher needs in 03s (weekly meetings that are hard scheduled to address key coaching levers for both teachers and administration).			
Implementation:		02/22/2023		
Evidence	2/22/2023			
Experience	2/22/2023			
Sustainability	2/22/2023			

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:		WCA has a comprehesive evaluative framework and instrcutional coaching model that deliniates best practices and explicitly addresses "Classroom Culture". Within this indicator, rules and procedures are outlines and key levers are available to coach a teacher to an effective and exemplary rating.	Limited Development 08/03/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Effectively onboarding staff new staff members and seasoned staff members in an effort to cultivate a SHARED vision. Consistent shared vision from administration to leverage schoolwide routines and procedures with: Team1 walkthroughs each Monday in the first 20 minutes with communicated "looks-fors" that are communicated out to staff. (calendarized look fors that allows for data collection and then follow through during Staff meetings). Consistent 03 discussion that aligns growth goals based on communicated observations. Holding staff accountable through key lever identification and coaching Capturing Kids Hearts school wide implementation. Reduction of out of school suspensions.	**Objective Met 03/08/23**	**Annastasia Slade Ryan**	**11/24/2023**
Actions					
	3/8/23	Culture Observations	Complete 10/14/2022	Sofia Sourgiadakis	10/14/2022
	Notes:				
	3/8/23	Responsibly providing school wide professional development regarding positive behavior strategies using the capturing kids hearts program.	Complete 03/09/2023	Kaleigh Tucker	06/10/2023
	Notes:	3 cycles of capturing kids hearts training are scheduled to be provided to staff on: August 17-18, a "traction" visit in December, "Process Champion" training again on March 8-9.			
	3/8/23	Monthly Capturing Kids Hearts "huddles" are held to support the Principal in effective roll out.	Complete 06/09/2023	Annastasia Slade Ryan	06/10/2023

	Notes:			
Implementation:		03/08/2023		
Evidence	3/8/2023 Classroom Framework acts as an evaluative tool. It includes 4 competencies, one of which is "culture." Using this indicator in the beginning of the year, administrators evaluate indicators such as: building positive relationships, physical environment, routines and procedures and student behaviors in an effort to identify instructional capacity.			
Experience	3/8/2023 This was a positive experience and remains an ongoing coaching and evaluating practice to ensure effective culture throughout the school.			
Sustainability	3/8/2023 Continue to coach teachers on classroom culture who were rated developing or ineffective by identify key levers that can be coached, modeled, and evaluated for growth.			

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:	Our supporting company provides research based curriculum and instruction tools that are aligned the the NCDPI. There are correlating formative and summative measures of academic progress that produce evidence that these tools prepare our learners in their ability to be proficient on the NCDPI's EOG.	Full Implementation 08/03/2022		

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:			While WCA does incorporate a research based standard course of studies along with intervention and enrichment tools. However, we are currently working to augment our differentiation model during the CORE instructional time. Though workshop models allow for guided reading, writing and math instruction and we use a balanced literacy platform, and all of these are progress monitored, we want our small groups to be better informed and therefore leveraged. Our goal is to ensure that PMing strategies are leveraged. We want teachers to be clear on goal setting with students, small group planning, the documentation of progress, and the careful inspection of growth as students demonstrate need (core verses intervention needs). MTSS, tutoring programs, and small group instruction will be the inspected platforms.	Limited Development 08/03/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			We want to have a fully implemented differentiation philosophy backed by strong instructional coaching and professional development. These needs have been put into place and we should be fully implemented by November.	Objective Met 02/22/23	Sofia Sourgiadakis	11/30/2023
Actions						
		8/3/22	Following the Differentiation Professional development provided to staff in our August PD, teachers will be carefully supported in crafting key levers that are observed and rated to ensure effective instrucitonal practices are occuring.	Complete 08/26/2022	Laura Lopez	08/16/2022
		Notes:				
		2/22/23	Deans work with the principal and supporting coaching professionals to deliver best practice differentiation models to teacher teams.	Complete 08/16/2022	Laura Lopez	08/16/2022
		Notes:	Steve Pond came to speak to the staff about differentiation and how to best incorporate differentiated levels of rigor into instruction and in small groups to leverage growth and engagement.			

2/22/23	Professional development provided to teachers during their PLCs to advance knowledge and accountability regarding differentiation models and expectations.	**Complete 10/13/2022**	Sofia Sourgiadakis	10/13/2022
Notes:	"Pond's Plans" were reviewed/shared that augments planning and for small groups that allows for higher order thinking, differentiation and challenging individualized task opportunities for scholars. These plans are now the formats being inspected by our administrative teams for teachers.			
2/22/23	Third implementation of the differentiation series for teachers during PLCs.	**Complete 12/19/2023**	Annastasia Slade Ryan	12/19/2022
Notes:	"Pond Plans" and Rigor/Relevance/engagement rubric incorporated into the differentiation series for teachers.			
2/22/23	Final support process for differentiation using "Pond's Plans" and the rigor/relevance/engagement rubric to encourage string differentiation models K-8 within our school.	**Complete 01/28/2023**	Annastasia Slade Ryan	01/31/2023
Notes:	Final support process for differentiation using "Pond's Plans" and the rigor/relevance/engagement rubric to encourage string differentiation models K-8 within our school.			
Implementation:		02/22/2023		
Evidence	2/22/2023 Small group plans, PMing documents and weekly dean/teacher meetings are effectively in place to continue to examination and implementation remains consistent.			
Experience	2/22/2023 WE want to ensure that small groups planning is effective and that is leveraged rigor/relevance/engagement. We also want to augment the level of differentiation that is intentionally planned in small groups particularly in the upper grades. Having the support of a partnering administrator, we utilized a 4 part series in both professional development and PLCs to build capacity in our teacher, prividing them with research, planning templates and a rubric to ensure this process can be rolled out and evaluated from our admin team effectively.			
Sustainability	2/22/2023 Inspecting what we expect by using dean/teacher meetings to review mall group planning efforts, differentiation models and growth data.			

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:		Based on the observable needs, WCA has included "social skills" classes led by our social worker for all middle school children as a weekly addition to our specialist schedule. We have also calendarized meetings with local college agencies and have two counselors working with small groups based on observable needs. Our school purchased the Capturing Kids Hearts initiative for the 2022-2023 school year. We are also a "moral focus" school and a daily lesson and assessed activities and student led assemblies support the school in leveraging social healthy and safe practices. These implementations should be easilyassessed to ensure effectiveness.	Limited Development 08/03/2022		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		These above implementations should be sussessful implemetation prior to the full implementation status is checked. We want to see that daily moral focus lesseons and social contracts are being created, that the mioddle school Social Skills class is supporting the the sealth and emotional welfare of students and we need to have a month to successfully role out the Capturing Kid's Hearts curriculum.	**Objective Met 10/17/22**	**Laura Lopez**	**10/01/2023**
Actions					
	8/3/22	Capturing Kid's Hearts program is rolled out effectives as observed by the use of common verbiage and behavioral responces. This can be effectively assessed using the CKH's implementation rubric.	Complete 10/10/2022	Laura Lopez	10/10/2022
	Notes:				
	8/3/22	The implementation of our "Social Skills" class that is delivered by our social worker is observed by the Middle School dean adn evaluated for effective routines and procedures as indicatd by the North Carolina Essential Standards Health Education - Grade 6-8 "6.MEH.1,2, and 3"	Complete 10/03/2022	Laura Lopez	11/10/2022
	Notes:				
Implementation:			10/17/2022		

Evidence	10/17/2022 The outside small group meetings that have been organized with "The Exchange" counseling group will continue with its monthly meetings and the social emotional survey compiled by our social worker has supported in the organization of small groups schoolwide.			
Experience	10/17/2022 We have initiated and maintained the Capturing Kids' Hearts schoolwide implementation that supports the SEL of our students and staff culture efforts. Our social worker will remain committed to teaching social skills to our middle schoolers. The outside small group meetings that have been organized with "The Exchange" counseling group will continue with its monthly meetings and the social emotional survey compiled by our social worker has supported in the organization of small groups schoolwide.			
Sustainability	10/17/2022 Our social worker will remain committed to teaching social skills to our middle schoolers.			

A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Towards the end of the year, the weekly "no-unconfirmed, undecided and no response call" logs were forwarded to the administrative team and calls were made to families regarding their formal enrollment status. WCA works to effectively communicate with families when: undecided status are identified in their "re-enrollment letter" Parent Portal withdrawal forms are completed and administration/registrar reviews "Reasons for withdrawal" When records requests come to us reactively from other schools, we are able to successfully reach out to families and ascertain a formal Student Withdrawal form prior to the release of records.	Limited Development 09/07/2022		
How it will look when fully met:	First 20 days (September 21, 2022) <2.0% (appr. 10 students) Last year 9/17 it was 16 students @ 2.3 % October 28, 2022 <4.0% (appr. 28 students) Last year 10/29 it was 47 students @ 6.7% November 30, 2022 <5.0% (appr. 35 students) Last year 11/30 it was 55 students @ 7.9% Prior to the first day of school for the 2023-2024, as indicated by our school attrition summary report, our student attrition rate will decrease from 174 kids @ 24.9% (8/2/22) to approx 105 kids @ 15%. (8/2/23) (A4.09)		Laura Lopez	08/01/2023
Actions		**1 of 2 (50%)**		
3/8/23	Monthly Attrition/Recapture Calls	Complete 06/09/2023	Sofia Sourgiadakis	06/10/2023

				Implementation Status	Assigned To	Target Date
	Notes:	Administration completes monthly student attrition intervention and recapturing calls to ensure that the top 30 "at-risk" students have been contacted in a proactive effort to reduce attrition rates and strengthen the parental partnership.				
	3/8/23	We will formally look at attrition numbers in an effort to analyze reduction efforts.			Annastasia Slade Ryan	08/30/2023
	Notes:	As of March 7, the 2021-2022 year to date number for attrition was 105 students. For the current school year 2022-2023 the attrition number for March 7, 2023 is at 74, which is a 31 student reduction.				
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:		NHA assigns Admission Representatives to partner with school stakeholders with the key objective of reducing attrition rates by creating events that onboard, transition and retain our scholars from year-to-year, for both returning and newly enrolled people. Since February of 2023, these events, consistent meetings with the principal, and careful data analysis have been intentionally planned.		Full Implementation 03/08/2023		

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:			Principals meet face-to-face monthly as a team led by our directors of school quality in principal professional learning communities. We also meet weekly as a principal group with our DSQ's. There are weekly one on one meetings between director of school quality and principal. There are two principal retreats each year at various locations followed by a leadership summit in MI to support principals in annual initiatives and best practice goals.	Limited Development 03/08/2023		
How it will look when fully met:			These meetings are well organized and with the lofty expectations set be forth school administrators in the ever changing needs of stakeholders. This remains an ongoing requisite to ensure a strong support structure.		Annastasia Slade Ryan	08/30/2023
Actions						
		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:		Leadership teams, including the principal, have been established. Our administrative team, known as team 1, meets weekly to analyze attendance, behavior, absenteeism, and curricular development initiatives. These over arching discussions play a key role in dean coaching objectives and in the clear alignment of wing wide leadership objectives. We also have a school improvement team that meets monthly to discuss school improvement plan indicators and progress towards identified competencies. There are also monthly beginning teacher meetings, staff meetings, and grade band meetings. While these teams are well established and meetings are well planned, documented and consistent, our goal in defining these goals as effective is still a work in progress as our proficiency rates grow and attrition rates decrease for both staff and students.	Limited Development 03/08/2023		
How it will look when fully met:		While these teams are well established and meetings are well planned, documented and consistent, our goal in defining these goals as effective is still a work in progress as our proficiency rates grow and attrition rates decrease for both staff and students.		**Annastasia Slade Ryan**	**08/30/2023**
Actions					
	Notes:				

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:			Deans meet with their direct reports on a weekly or bi-weekly basis. Deans additionally hold monthly grade band meetings. During these scheduled meetings, deans coach teachers on instructional planning. Careful documentation and growth analysis is used to develop instructional levers based on our evaluative framework and existing best practice models.	Limited Development 03/08/2023		
How it will look when fully met:			Proficiency and growth will continue to be monitored as we work to continually increase student performance and teacher learning capacities.		Sofia Sourgiadakis	06/09/2023
Actions						
		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
Initial Assessment:			The principal is well supported in the provisions of a strong curriculum and instruction platform. She is able to work consistently along side the administrative team in providing clear and constructive feedback.	Limited Development 03/08/2023		
How it will look when fully met:			While strong curriculum and instruction administrative motivation is present, the administrative staff as a whole is generally new and working daily to strengthen culture, understanding, and consistent applications to secure that our performance continues to out rank the surrounding school districts.		Annastasia Slade Ryan	08/30/2023
Actions						
		Notes:				

B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We will use our registrar to monitor attendance completion for accuracy. Create and use an attendance slogan to address chronic absenteeism. Clearly communication expectations regarding attendance. Track Chronic absenteeism and below grade level performance with retention.	Limited Development 03/08/2023		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Our chronic absenteeism rate will be 10% better than it was in the 2021 -2022 school year at 24%.	**Objective Met 03/08/23**	**Annastasia Slade Ryan**	**08/30/2023**
Actions				
3/8/23	Monitor Chronic Absenteeism	Complete 03/08/2023	Annastasia Slade Ryan	08/30/2023
Notes:	While our supporting company is tracking to be 12% lower in their chronic absenteeism rate, WCA has currently decreased its chronic absenteeism by 23%.			
Implementation:		03/08/2023		
Evidence	3/8/2023 Slogan: Your PRESENCE will make your future bright. Weekly attendance log submission to registrar. Consistent attendance corrective action plans for those consistently chronically absent			
Experience	3/8/2023 Wonderful! Using our slogan, attendance corrective action plans and strong communication regarding attendance expectations. Our school has met our goal of reducing chronic absenteeism. Our overall chronic absenteeism rate is now at 14%, which is a 23% reduction.			

				Implementation Status	Assigned To	Target Date
Sustainability		3/8/2023 Continue to monitor attendance, communication with stakeholders.				

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:			The school looks formally at performance data in three calendarized data days that formally share with teachers performance. Meaningful data desegregation is completed and next steps that determine differentiated small grouping, intervention, power standard reteaching, tutoring programming and enrichment needs are formulated.	Limited Development 03/08/2023		
How it will look when fully met:			Small grouping, intervention, power standard reteaching, tutoring programming and enrichment needs are formulated have yielded effective growth and a NC report card that outranks the surrounding counties.		**Annastasia Slade Ryan**	**06/09/2023**
Actions				**0 of 2 (0%)**		
		3/8/23	Calendarized Data Dives, Tutoring Program		Laura Lopez	06/10/2023
		Notes:	Data Dive following Check-in 1: October 12, 2022 Data Dive following Check-in 2: February 17, 2023 Tutoring Program (Determinations based off of Check-in 2 Data): February 13, 2023- May 5, 2023			
		3/8/23	Subgroup data desegregation for special populations to include: special education and English language learners in an effort to organize best practice plans and increase subgroup proficiency rates.		Annastasia Slade Ryan	06/10/2023
		Notes:	January 12-13, 2023 March 28, 2023 April 28, 2023			

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:	The school has a procedure for recruiting and rewarding employees. WCA utilizes NHA's talent Acquisition and Credentialing team, which is dedicated to recruiting for all positions at the school and ensuring proper credentialing is met for all candidates. The Talent Acquisition team screens candidates for minimum qualifications before sending them to the school for a face-to-face with the administrative team. Rewarding We encourage employees to achieve high performance, and provide encouragement through reward and recognition programs. These programs consist of the annual Excellence in Teaching award, service awards, and our High Five program. High Five is NHA's online recognition program where employees and managers alike can recognize for living out NHA's values and creating a more engaging workplace, and helping the organization achieve success. Replacing NHA has established high standards of professional conduct and performance that are outlined in our employee handbook. We effectively replace staff utilizing a detailed process called NHA's Coaching and Performance Model. Our organization additionally makes our processes and standards transparent using an internal website that is accessible to staff.	Limited Development 01/05/2017		
How it will look when fully met:	The staff will know and understand the protocols by which they are evaluated and rewarded.		Sofia Sourgiadakis	08/30/2023
Actions		0 of 1 (0%)		
	3/8/23	Our "Affirmation Station," will be consistently implemented in an effort to showcase teachers hard work and dedication.		Dean Team	06/10/2023
	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
Initial Assessment:			A goal that is at the foundation at WCA is communication. We pride ourself on communication with our stakeholders. The use of monthly newsletter form the school, along with weekly phone messages, calendar updates, students folders, email messages, and classroom teachers grade level content. These measures have been the main ways of communication for the school. Some teachers decide to communicate further by email/online methods, and texting and calls. in spite of this massive effort of communication some parents they need more communication in figuring out how best to support their scholar.	Limited Development 01/05/2017		
How it will look when fully met:			The student growth on the EOG and/or Mclass. The goal is to have the student body exceed growth for the school year.	Objective Met	Sherwood Pitt	06/20/2017
Actions				3 of 3 (100%)		
		1/8/17	Review of the 2016-2017 Employee survey data, focusing on the level of understanding regarding the connection between home and school.	Complete 07/05/2017	Craig Anderson	01/23/2017
		Notes:	Principal had a staff meeting with the staff at the December meeting to discuss the results as well as ways to improve the school climate at WCA.			
		1/8/17	Review of the Parent satisfaction survey data. This focus would be to determine the level of understanding parents have regarding the connection between school and home. Determine the need of education parents may require in order to support their child's learning.	Complete 07/05/2017	Devon Carson	03/13/2017
		Notes:				
		1/8/17	Send home weekly and monthly newsletters to advance parents understanding of Common Core and curriculums.	Complete 07/05/2017	Grade levels	06/13/2017
		Notes:				