

## Comprehensive Progress Report

**Mission:** Mission: Walking Through the Doors to a Better Me! Vision: To create a better tomorrow, today.

**Vision:**

**Goals:**

Ward Central teachers will be engaged in PLCs (Professional Learning Communities). Through PLCs, teachers will examine data collected on each child and discuss a plan of instruction for those in need.

Ward Central Elementary will ensure there is a balance between relationship building and result oriented experiences for staff, students, and their families.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Specific teachers have opened their classrooms to peer observations by staff members in our building, by staff members in other buildings in our district, and by staff members from surrounding districts. Offerings have ranged from engagement techniques to Phonics First lessons.	Limited Development 02/27/2018		
<i>How it will look when fully met:</i>		Teachers will be provided a structured plan for peer observations. Peer observations will be organized in a way that will require teachers to conduct a peer observation every quarter. A common purpose and norms will be set. A time for sharing best practices will be included and considered part of the professional development.		Frankie Glover	08/17/2020
<i>Actions</i>					
<i>Notes:</i>					

	IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
	<b>Initial Assessment:</b>	<p>All K-4 teachers of core subjects have been trained in Phonics First.</p> <p>According to the Right to Read Act, all teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction by completing both phases of a prescribed pathway. This includes any teacher employed in grades K-6 teaching English Language Arts, Math, Science or Social Studies. Other academic areas in K-6 (e.g., Art, Music, PE, Library Media, Counselor, Administrators) must show awareness in the Science of Reading (SoR).</p> <p>All teachers of core subjects will have attended RISE training before the start of the 2019-2020 school year. All teachers of core subjects and other academic areas have participated in Science of Reading modules through IDEAS.</p>	Limited Development 04/16/2019		
	<b>How it will look when fully met:</b>	When this objective is fully met, all teachers of core subjects in grades K-4 will have completed both phases of a prescribed pathway. Teachers of other academic areas will show awareness of the Science of Reading.		Frankie Glover	05/31/2022
	<b>Actions</b>		<b>1 of 3 (33%)</b>		
	4/16/19	All K-4 core teachers trained in Phonics First	Complete 08/13/2018	Frankie Glover	08/13/2018
	<i>Notes:</i>				
	4/16/19	All K-4 core teachers complete both phases of a prescribed pathway		Frankie Glover	05/30/2022
	<i>Notes:</i>				
	4/16/19	All K-4 teachers of other academic areas show awareness of Science of Reading		Frankie Glover	05/31/2022
	<i>Notes:</i>				

	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Teachers complete a state required 30 hours of professional development each year. Teachers engage in book studies, HOTS training weekly team meetings, embedded professional development, and professional development that fulfills their individual professional growth plan.	No Development 09/18/2014			
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9			
<b>How it will look when fully met:</b>	Ward Central Staff will participate in the following professional development trainings throughout the year: *Bloomboard *TESS *Engage NY Math *Higher Order Questioning (Embedded) *The Positive Dog (Embedded) *Integrating Technology *Dyslexia Completion of these objectives will be evidenced by documentation of the following: *Bloomboard- Attendance to summer professional development; completion of digital portfolio using Bloomboard *TESS- Formal teaching evaluations *Engage NY Math- Integration of these lessons in lesson planning and teaching math *Higher Order Questioning (Embedded)- A minimum of two HOT questions per day documented in lesson plans *The Positive Dog (Embedded)- Attendance of embedded PD sessions *Integrating Technology- Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities. *Dyslexia- Attendance of summer professional development training	<b>Objective Met 11/30/16</b>	<b>Dawn Verkler</b>	<b>05/29/2015</b>	
<b>Actions</b>					
10/9/14	All teachers will attend a district summer professional development training on dyslexia.	Complete 08/29/2014	Kristina Eisenhower	08/29/2014	
<i>Notes:</i>					
10/9/14	Teachers will attend summer professional development to learn to use Bloomboard.	Complete 08/13/2014	Tereasa Noblin	08/29/2014	
<i>Notes:</i>					
10/9/14	Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities.	Complete 12/12/2014	Holly Woodruff	12/19/2014	
<i>Notes:</i>					
10/9/14	Teachers will integrate Engage NY Math as a part of their math instruction. This will be documented in lesson plans.	Complete 12/12/2014	Dawn Verkler	12/19/2014	
<i>Notes:</i>					

10/9/14	All staff will read The Positive Dog and attend three hours of embedded PD sessions.	Complete 05/28/2015	Dawn Verkler	04/30/2015
<i>Notes:</i>				
10/9/14	All teachers will attend 9 embedded hours of professional development over Higher Order Thinking Skills.	Complete 04/30/2015	Dawn Verkler	04/30/2015
<i>Notes:</i>				
10/9/14	Teachers will complete a digital portfolio using Bloomboard.	Complete 05/28/2015	Tereasa Noblin	05/29/2015
<i>Notes:</i>				
10/9/14	Teachers will be formally evaluated on a rotating basis using TESS.	Complete 03/31/2016	Dawn Verkler	05/29/2015
<i>Notes:</i> TESS evaluations are updated to a four year rotation. Evaluation is ongoing throughout the year, with EOY evaluations in the spring as applicable.				
10/9/14	Teachers will write two HOT questions each day in lesson plans and use them in instruction.	Complete 09/30/2014	Dawn Verkler	09/30/2015
<i>Notes:</i> The entire school has undergone embedded hour training over HOT (higher order thinking) questions. Teachers are to include a minimum of two HOT questions into our lesson plans each day. Teachers highlight the questions so that they are easily visible, and lesson plans are left on the corner of the teacher's desk. Administrators regularly conduct CWTs to assess inclusion of HOT questioning.				
<b>Implementation:</b>		11/30/2016		
<b>Evidence</b>	11/30/2016 Observations were complete and entered into the Tess system by March 2016			
<b>Experience</b>	11/30/2016 Teachers were given observations based on their position in the rotation.			
<b>Sustainability</b>	11/30/2016 Observations occur every year based on a rotation system.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our extended learning time program is called "Club Awesome". There are two academic days per week and two club days per week. On academic days teachers focus on a variety of skills based on student deficits. Offerings include homework help, math, and reading. On club days teachers lead clubs that are popular with students, such as robotics, cooking, and karate. Club Awesome is designed to engage students. Since academic class teachers and club leaders are aware that it is difficult to keep students engaged after the normal school day, learning is structured appropriately. For the 2018-2019 school year, Ward Central Elementary purchased decodable books and NWEA MAP Skills for use during Club Awesome. Teachers will use MAP Skills to pinpoint where students are in the learning continuum. Resources such as decodable books can be used to help students progress along the learning continuum.	Limited Development 09/18/2014		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met, we will have more community partners leading clubs. We will also provide professional development for teachers and club leaders twice a year to ensure they are up to date.		Frankie Glover	05/31/2021
<i>Actions</i>			0 of 2 (0%)		
	9/24/18	Recruit community members to lead clubs.		Andy Sullivan	05/31/2021
<i>Notes:</i>					
	9/24/18	Provide professional development for all "Club Awesome" staff.		Andy Sullivan	05/31/2021
<i>Notes:</i>					
<i>Implementation:</i>			09/19/2018		
<i>Evidence</i>		9/18/2018 We are reevaluating this objective's status.  11/30/2016 Our after school program provided opportunities for students to practice skills needed to improve academically as well as learn new skills during club time.			

<b>Experience</b>	9/18/2018 We are reevaluating this objective's status.  11/30/2016 The objective was easily attainable because of the high interest from our students in our after school program.			
<b>Sustainability</b>	9/18/2018 We are reevaluating this objective's status.  11/30/2016 Provide academic and club activities which are interesting to our students so that numbers will stay or even improve.			

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>			
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<b>Effective Practice:</b>	<b>Engage teachers in assessing and monitoring student mastery</b>			
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	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	Teachers will create common unit assessments to be used throughout the grade level to assess student mastery.	Limited Development 03/15/2017		
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<b>How it will look when fully met:</b>				
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<b>Actions</b>				
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Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Ward Central, there are many opportunities for family representatives to interact with school staff, students, and members of the School Improvement Leadership Team. All families are invited to become members of our school's Parent Teacher Organization. This organization works closely with administration and provides insight for various decisions throughout the year. The parent member of our School Improvement Leadership Team also collaborates with our Parent Teacher Organization. We also host Dinner with a Teacher nights for parents to ask questions, provide insight, and collaboratively seek solutions with their child's teacher. Child care is provided during these dinners so parents' attention can be focused. Other opportunities are listed below: *Grandparents Day *Veteran's day *Family track night *Dojo *Newsletters *Remind 101 *Hallway Heroes *Parent Teacher Conferences *Holiday celebrations *Curriculum celebrations *Good character breakfast *Family nights * Parent Resource Center *Surveys *Title 1 School Parent Compact *Fine Arts Night *Fitness Frenzy *Parenting classes	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>		Parents will have an active role and voice in school decision making policies. We will meet monthly to coordinate and discuss upcoming events, budgets, and criteria for parental involvement. Evidence will be sign in sheets, meeting notes, an increase in the number of parents actively engaged in parent conferences and parent nights.		Frankie Glover	08/01/2020
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	10/11/17	Ward Central staff will continue "Dinner with a Teacher" nights. Families that participate will have opportunities to collaborate with school staff to make decisions that affect the students.	Complete 10/30/2018	Frankie Glover	10/18/2018
		<i>Notes:</i> *Possibly change the window for Dinner with a Teacher *Possible topics for parents to give input on decisions-- discipline/behavior, communication methods, homework (amount, frequency, type), field trip opportunities,			
	10/11/17	We will panel parents to determine high interest topics that could be covered during "Dinner with a Teacher" in the hopes of increasing participation. With an increase in the amount of families that participate, the school improvement team will have a larger sampling of feedback on decisions.	Complete 10/30/2018	Frankie Glover	10/18/2018



*Notes:* \*wider range of available dates for dinner with a teacher  
\*academic areas, personal information about the teacher, how we help struggling learners, how we help non-struggling learners, special events, volunteer opportunities, communication, homework, after-school program, special classes, behavior management, report cards, norms, books that will be read during the year, absences, talents that parents could use at school

10/11/17 During parent teacher conferences, parents will be given a survey so that they have an opportunity to provide feedback regarding our strengths and weaknesses in areas such as discipline policies, communication, events, and assessment.

Frankie Glover

11/18/2019

*Notes:*