

Comprehensive Progress Report

Mission: We believe that all children can learn in a safe, loving, and caring environment by providing students with an equitable education of high expectations. In collaboration with our parents and community, we can make this happen.

Vision: Our vision at Margaret Willis Elementary is to provide a safe, loving, and inclusive environment for all students and to prepare them for success in the 21st Century.

Goals:

At least 55% of students in grades 3-5 will be proficient in reading and math by May 2024. At least 55% of students in grade 5 will be proficient in science by May 2024. At least 55% of students in grades K-3 will be proficient in mClass assessments. (A2.04)

An increase of 20% parent participation by hosting at least 4 parent learning opportunities where parents will be provided resources to support their child's education. (E1.06)



! = 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
<i>Initial Assessment:</i>		Margaret Willis is a PBIS model school. At the beginning of each school year, every staff member participates in a professional development regarding PBIS implementation and school wide expectations. There is a discipline flow chart that staff follows to assess if the incident is a major or minor referral. The behavior matrix called ROAR in place that is taught throughout the school.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		When this objective is fully implemented, all staff members at Margaret Willis will effectively use the PBIS system. A PBIS training will be given twice per year to new and returning staff to ensure awareness of the PBIS matrix, student rewards and how to implement PBIS with fidelity. Margaret Willis staff will effectively define core behavior practices, that focus around adult routines that contribute to strong classroom management and promote positive student behavior. These practices will exist schoolwide, across all grade levels and will be embedded into social-emotional learning, instruction, curriculum, and the learning environment. Staff members will embed explicit instruction of schoolwide behavior expectations and classroom rules, routines/procedures (e.g., classroom management) within the first 10 days of every school year. The PBIS matrix of school-wide behavioral expectations will be posted in each classroom and in the hallways to ensure students and staff are familiar with the expected behaviors within all areas of the school. At Margaret Willis, adults will establish routines and procedures to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.).		Dr. Laura Fields	06/02/2024
Actions			1 of 3 (33%)		
10/4/22	A PBIS store will be established to reward students quarterly for positive behavior. Class Dojo points will be used to spend at the store.	Complete 05/26/2023	Dr. Laura Fields	06/02/2023	
<i>Notes:</i> -A PBIS store has been created for rewarding students. Students attend at the end of every quarter to spend their earned points (class dojo).					
9/20/23	The Exceptional Environment correlate will create a PBIS training that will be given twice per year to staff members (August/January).		Dr. Laura Fields	06/02/2024	

Notes: 8/21/23-Ms. Hefner introduced school-wide expectations during the welcome back meeting. Voice levels, playground expectations, cafeteria expectations, and hallway expectations were discussed in detail.

8/22/23-Dr. Fields reviewed the PBIS matrix during breakout sessions for staff members.

10/14/23 Staff will utilize ABE consistently for office and classroom referrals as well as interventions.

Dr. Laura Fields

06/02/2024

Notes: 8/24/23-Dr. Fields gave an ABE training during breakout sessions. An ABE presentation was shared and is located in the MWES google drive for staff to refer to throughout the school year.

9/27/23-Dr. Fields attended the train the trainer session at ERC to receive additional assistance and support with ABE.

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
<i>Initial Assessment:</i>		Prior to the 2023-2024 school year, PLCs were led by the Instructional Coaches with little administrative support. Professional Learning Communities were held in the grade level chair's classroom once per week.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		When this objective is fully met in our school, we will have a fully aligned curriculum across grade levels. Grade level teams will participate in Professional Learning Communities once per week in the "Coaches Lab" with both Instructional Coaches and members of the Administrative team. During this time, teachers will collaborate to develop small group plans, instructional activities, and other content related resources to facilitate instruction along with ensuring they are following the district level pacing guide. Our Professional Learning Communities will follow a developed structure and agenda's will be given and updated each week. The PLC structure at our school will be as follows: data analysis, MTSS, ELA curriculum-unpacking and pacing, Math curriculum-unpacking and pacing. Each grade level will meet one additional day in the week. Lesson plans will be submitted by Thursday (12:00 am) in the Google Drive. The instructional leadership team will monitor lesson plans on Fridays during their ILT meeting and provide feedback. Instructional Coaches will provide coaching cycles as needed or recommended by the principal.		Domini Pierce	05/24/2024
Actions			1 of 4 (25%)		
	9/8/23	Create a "Coaches Lab" with a data wall and appropriate curricular resources to facilitate effective and uninterrupted PLC meetings.	Complete 10/02/2023	Domini Pierce	10/02/2023
<i>Notes:</i>		<p>8/1/23-Room arrangements were given to staff members. Room 16 will serve as the "Coaches Lab".</p> <p>8/16/23-Conference Room Table was moved into the "Coaches Lab".</p> <p>9/5/23-PLC began at MWES. Agenda's were created and shared with all grade level teams prior to the PLC.</p> <p>9/12/23-Each teacher created a data card for each student to track their progress for mCLASS BOY for Grades K-3/4th grade reading retained. 4th and 5th grade will track benchmark progress in Math and ELA.</p> <p>10/2/23-Coaches lab has been fully implemented.</p>			

8/10/23	Teachers will participate in a monthly PLC survey to evaluate the effectiveness of the PLC meetings for that month. The instructional leadership team will review survey results each month and make appropriate adjustments based on the results. Evidence of completion will include observations, survey data, and PLC agendas.		LaAdah Demus	12/11/2023
<p><i>Notes:</i> 9/25/23-9/29/23-During PLCs this week, all stakeholders participated in the 1st PLC effectiveness survey.</p> <p>9/29/23-PLC survey results for September were reviewed during the ILT meeting. The leadership team discussed pros/cons of PLCs and will make necessary adjustments for October.</p>				
9/8/23	Weekly ILT meetings will be held on Fridays at 9:00 in the Coaches' Lab. During our ILT meetings, we will discuss our weekly walkthroughs/observations, the MWES school coaching tracker, student data, concerns among all stakeholders, and participate in group iROUNDS/learning walks.		Amanda Hefner	06/01/2024
<p><i>Notes:</i> 8/18/23-PLC room is almost ready! Week 1 with teachers back has been a success.</p> <p>Demus and Pierce did a walkthrough this morning and a few teachers had requests.</p> <p>Student Services had a good meeting yesterday. Very informative.</p> <p>Calendar Items: All: Open House-Thursday! Pierce/Demus: Mclass training Fields: Bus Training , ABE Training Hefner: Family Ambassador Meeting Montgomery: MTSS Meeting, Resilience Training</p> <p>9/1/23-Observed 4th and 5th grade ELA block. Debriefs were conducted Aug. 31 to discuss glows, grows, and next steps. We will revisit the teachers next week for ELA and Math.</p> <p>Made it to each classroom informally and observations have been scheduled for next week.</p> <p>Made it to kindergarten and first grade and the classes look great-informal walkthroughs. Ms. Hefner went to all classes, multiple times throughout the week. Everyone was on task.</p> <p>Instructional Look Fors for the Week: Math - Whole group instruction is taking place (Number Talks) and students are working in SuccessMaker. ELA - Whole group instruction is taking place, small groups and centers.</p> <p>9/8/23-Walked through first, fourth, and fifth grade. We saw the need to address having a focus wall for Math and ELA to include the current</p>				

standard being taught, vetted material not being used, and the need for high yield strategies. After visiting classrooms, we discussed addressing these concerns in the Monday staff meeting.

9/15/23-Coaching tracker has been updated.

Updated the EOG goal setting sheet-teachers completed this during PLCs last week.

Updated the mCLASS goal setting sheet-teachers completed this during PLCs last week.

Updated milestones on coaching tracker.

9/22/23-Both county walkthroughs were completed this week.

EE Smith Football game tonight! We have 40 students sign up to attend tonight!

JJ "The Tiger" was a huge hit this morning! We are currently on milestone 2 and will plan to focus on "I can " statements and unpacking units using the CCS templates.

The teacher support sheet was updated to reflect our most current visits and concerns. Each teacher will be supported on Milestone 2 and proper implementation of small groups. Intentional classroom walkthroughs and PLC will be provided to support the teachers on the cycle.

9/29/23-Finished with mClass BOY

The coaches are updating the coaching tracker with observations and will bring recommendations to the leadership team to consider teacher support levels.

10/6/23-Code Red Drill Tabletop Exercise was conducted. Moving to milestone 3-Lesson Opening. Ms. Pierce will model a Number Talk lesson on Monday in a 1st grade classroom.

10/7/23 Student data will be analyzed during PLC meetings. Class assessments such as SuccessMaker, Mastery Connect Benchmarks, and mClass will be looked at for each student. Skills that need to be targeted will influence the remediation/acceleration lessons for each grade as well as differentiated small group instruction.

LaAdah Demus

06/03/2025

Notes: 9/18/23-9/22/23-K-3 teachers completed the mCLASS Goal Setting document and then created their individual student data wall cards (BOY).

9/25/23-9/29/23-K-3 teachers reviewed mClass data, grouped students, and discussed each teacher's progress monitoring plan by using the mClass Data Analysis Tool and Amplify Progress Monitoring Plan sheet.

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:		A MTSS team has been established with the purpose of implementing a tiered instructional system for students who are struggling with academics, social skills or behavior. In order to support our MTSS implementation with effective intervention strategies, staff have been trained on the effects of adverse childhood experiences and how these experiences translate academically and behaviorally in school.	Limited Development 10/04/2022		
How it will look when fully met:		When this objective is fully met, all students at Margaret Willis will receive individualized instruction. The MTSS will be fully implemented and operational because the benefits of standard-protocol approach include: more efficient use of resources, including time, reduces training and support needs for school staff, allows students more timely access to interventions differentiated small group instruction and supported by rigorous evidence. The MTSS process will provide an additional intervention strategies for students who are struggling socially and emotionally during the school day.		Felicia Montgomery	06/02/2025
Actions			2 of 4 (50%)		
	10/7/22	The leadership team develops a remediation schedule for each PLC and meets with the remediation teachers to ensure they use vetted CCS products.	Complete 05/23/2023	Domini Pierce	05/23/2023

	<p><i>Notes:</i> -A remediation schedule and list of students served have been developed for all tutors. -The classroom teachers develop lesson plans for each tutor. 2/13/2023 After-school remediation has begun with three teachers and 21 bubble students. 2/13/2023 Grade-level remediation schedules have been revised based on benchmark data.</p>			
10/4/22	Use of Title I funds to hire remediation staff to support targeted students in targeted grade levels.	Complete 06/02/2023	Dr. Kasey Weaver	06/02/2023
	<p><i>Notes:</i> -Remediation teachers have been hired for all grade levels. 4/24/2023 Three additional teachers have been hired for after-school remediation focused on grades 2-4 and students that are 2+ or 3-.</p>			
10/4/22	The leadership team, along with classroom teachers, will identify at-risk students in order to create a plan to address individual student needs and implement research-based and data-driven interventions. Plans will be revisited quarterly.		Felicia Montgomery	06/02/2024
	<p><i>Notes:</i> -Teachers developed Individual Reading Plans (IRP's) for every student that is performing below grade level. These plans were a part of parent-teacher conferences in October. They will be reviewed again with parents in February. 2/20/2023 Parent-teacher conferences took place with parents of students who are performing below grade level. 9/29/23-The leadership team met to identify all students that need a PEP. The MTSS spreadsheet was updated for teachers to use during PLCs next week. 10/2/23-10/6/23-Teachers used the PLC time to create PEPs for all students on the MTSS spreadsheet. K-2 teachers also created IRP letters. Teachers are required to meet with parents by October 24, 2023, to review and sign PEPs.</p>			
9/12/23	Teachers will utilize vetted resources, to include Heggerty, mClass lessons, and FCRR resources to provide targeted phonemic awareness to promote basic reading readiness.		LaAdah Demus	06/02/2024
	<p><i>Notes:</i> 9/9/23-Heggerty Manuals were ordered for Kinder-3rd grade teachers to use during small group instruction. 9/12/23-Bridging the Gap Heggerty Manuals and Decodable Books were purchased for 4th and 5th grade teachers to use during small group instruction. 10/13/23-Heggerty Decodable books were distributed to staff members to use for small group instruction.</p>			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Staff is currently working on developing relationships with students in order to support a positive caring learning environment. The principal introduced the theme for this school year as "Love Your People". Professional development around the theme will be ongoing throughout the 2023-2024 school year.	Limited Development 10/04/2022			
<i>How it will look when fully met:</i>	When this objective is fully met, at-risk students will be identified through the MTSS process. A plan for interventions will be documented on a PEP and/or IRP (K-2 Reading) for each student not meeting grade-level expectations. The school behavioral health program will be utilized consistently to provide in school therapy for students. Each week on the morning announcements, a mindfulness tip will be shared school-wide to continue the implementation of SEL in the classroom. Also, every classroom will utilize their calming corner and county provided resources to guide students in managing their emotions.		Felicia Montgomery	06/10/2025	
Actions		0 of 2 (0%)			
10/4/22	By the end of the first 9 weeks, the leadership team will identify at-risk K-2 students in order to create an Individual Reading Plan (IRP) to address these needs and implement research-based and data-driven interventions. Student plans will be revisited as indicated on the IRP.		Felicia Montgomery	10/18/2023	
<i>Notes:</i> IRP plans have been developed for every student performing below grade level. These plans were reviewed with parents during Parent/Teacher conferences in October. They will be reviewed again in February. 2/20/2023 Parent-teacher conferences were held with parents of students performing below grade level. SST meetings have been scheduled to review intervention plans. 10/2/23-10/6/23-Teachers were given time during PLCs to complete their IRP plans. All IRPs must be shared with parents prior to October 24, 2023.					
10/8/23	All classrooms will have a calming corner with resources and manipulatives for students to utilize to help manage their emotions.		Felicia Montgomery	06/03/2024	

Notes: 8/22/23-Ms. Montgomery went to every classroom to ensure they had a calming corner. Resources were provided as needed.
 10/12/23-Ms. Hefner has requested additional calm corner items to be purchased for the new first grade teacher as well as to have supplies on hand.

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our teachers meet with their grade level teams at the end of the school year in order to develop classroom rosters for the upcoming school year. Teachers consider the growth of each student, behavior and demographics when creating the class rosters. The rosters are submitted to the office, where the principal reviews the rosters.	Limited Development 12/08/2021		
How it will look when fully met:			<p>When this objective is fully met, a consistent plan will be in place to allow students an opportunity to meet the next grade level before the current school year ends. The school counselor and social worker will work with specific students who struggle with change to alleviate an anxieties students may have about the upcoming school year and the transition. Open house will have a goal of 80% of families attending and then teachers will contact any families that did not attend in order to ease the transition to a new classroom and grade level.</p> <p>The use of student placement cards will also allow for rich discussion to take place when rostering students for the upcoming school year. The student placement cards will then be shared with the new teacher to provide a "snapshot" of the student.</p>		Felicia Montgomery	05/23/2025
Actions				0 of 3 (0%)		
9/26/22	Fifth grade students will participate in a middle school transition field trip to their designated school.		Felicia Montgomery	05/23/2025	<p>Notes: 5th Grade students are scheduled for middle school tours and transition activities in February. 2/27/2023 5th graders have participated in middle school transition activities at Luther Nick Jerals and Max Abbot Middle.</p>	
9/26/22	Kindergarten teachers will plan an effective beginner's day. Teachers will utilize county expectations and resources to ensure the beginner's day is a success. Families will participate in beginner's day yearly.		Felicia Montgomery	05/23/2025		

Notes: -Kindergarten students began the year on a staggered entry schedule. 2/27/2023 The Kindergarten showcase is scheduled for April 27th. Parents will attend to complete digital or paper registration, meet teachers and participate in school tours. 4/27/2023 11 Students were registered during the Kindergarten orientation.

10/7/23 Each grade level will participate in a transition day. For example, all kindergarten students will visit 1st grade, etc. 5th grade students will be able to work with the school counselor on Major Clarity during the transition day.

William Harris

06/03/2025

Notes: 8/24/23-Major Clarity letters were shared with 5th grade students during Open House.

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

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
<i>Initial Assessment:</i>		Currently the Principal, Assistant Principal, Instructional Coaches and Student Services Team meet weekly as a leadership team to discuss implementation of standards aligned units of instruction, review tiered teacher walkthroughs and develop a coaching plan for the upcoming week.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, the school leadership team will be able to consistently have conversations regarding observations, stakeholder concerns, and next steps. The ILT agenda will be used to ensure we address all areas to continue to grow. Margaret Willis will become a C school.		Amanda Hefner	05/23/2025
Actions			1 of 4 (25%)		
	9/26/22	Staff will prepare and present at a staff meeting each month on a designated topic such as high yield strategies, data analysis, building classroom community etc.	Complete 05/26/2023	Domini Pierce	05/23/2023

Notes: -4th Grade and Kindergarten grade levels have presented at staff meetings. Establishing classroom culture was the topic of the presentations.
 -Attendees of the NCTM conference presented strategies at the January staff meeting.
 4/18/2023 Second grade presented strategies for building relationships with students at the staff meeting
 4/18/2023 Ms. Pierce presented strategies she learned at the NC Reading Conference.

9/26/22	Cross-grade level teams will conduct classroom walkthrough observations looking for high yield instructional practices. Teams will make collective reflections based on evidence from observations, data analysis etc.		Domini Pierce	05/23/2025
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Notes: 12/19/22-First round of classroom observations were completed

9/26/22	The leadership team will meet every Friday at 9 am with an agenda of items to review implementation of effective practices.		Amanda Hefner	05/23/2025
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Notes: 8/18/23-PLC room is almost ready! Week 1 with teachers back has been a success.
 Demus and Pierce did a walkthrough this morning and a few teachers had requests.
 Student Services had a good meeting yesterday. Very informative.

Calendar Items:

- All: Open House-Thursday!
- Pierce/Demus: Mclass training
- Fields: Bus Training , ABE Training
- Hefner: Family Ambassador Meeting
- Montgomery: MTSS Meeting, Resilience Training

9/1/23-Observed 4th and 5th grade ELA block. Debriefs were conducted Aug. 31 to discuss glows, grows, and next steps. We will revisit the teachers next week for ELA and Math.

Made it to each classroom informally and observations have been scheduled for next week.

Made it to kindergarten and first grade and the classes look great to do informal walkthroughs. Ms. Hefner went to all classes, multiple times throughout the week. Everyone was on task.

Instructional Look Fors for the Week: Math - Whole group instruction is taking place (Number Talks) and students are working in SuccessMaker.
 ELA - Whole group instruction is taking place, small groups and centers.

9/8/23-Walked through first, fourth, and fifth grade. We saw the need

to address having a focus wall for Math and ELA to include the current standard being taught, vetted material not being used, and the need for high yield strategies. After visiting classrooms, we discussed addressing these concerns in the Monday staff meeting.

9/15/23-Coaching tracker has been updated.

Updated the EOG goal setting sheet-teachers completed this during PLCs last week.

Updated the mCLASS goal setting sheet-teachers completed this during PLCs last week.

Updated milestones on coaching tracker.

9/22/23-Both county walkthroughs were completed this week.

EE Smith Football game tonight! We have 40 students sign up to attend tonight!

JJ "The Tiger" was a huge hit this morning! We are currently on milestone 2 and will plan to focus on "I can " statements and unpacking units using the CCS templates.

The teacher support sheet was updated to reflect our most current visits and concerns. Each teacher will be supported on Milestone 2 and proper implementation of small groups. Intentional classroom walkthroughs and PLC will be provided to support the teachers on the cycle.

9/29/23-Finished with mClass BOY

The coaches are updating the coaching tracker with observations and will bring recommendations to the leadership team to consider moving tiered teachers.

10/6/23-Code Red Drill Tabletop Exercise was conducted. Moving to milestone 3-Lesson Opening. Ms. Pierce will model a Number Talk lesson on Monday in a 1st grade classroom.

9/26/22 The school improvement team will meet once a month to monitor the implementation of key indicators.

Dr. Laura Fields

05/23/2025

Notes: 9/18/23-Our first SIT meeting was held and we discussed progress toward SIP goals.
9/25/23-Correlate teams meet to discuss, monitor and assess progress toward SIP goals. Agenda notes were shared in the google drive.

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
<i>Initial Assessment:</i>		Grade-level teams are established at MWES. The teams meet once a week in professional learning communities to monitor data and plan according to the NC Standard Course of Study and the Cumberland County Schools pacing guide. Our school has developed leadership structures within the building that consists of correlate teams responsible for specific areas of school improvement. The school improvement team has been established as the governing body of the school. The leadership team has been established to monitor instruction and collaborate for success at Margaret Willis.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		When this indicator is fully met, the school leadership team will guide implementation of a Multi-Tiered System of Support (MTSS). The master schedule at Margaret Willis will provide opportunities for collaborative, data-based problem-solving and decision making among all staff to occur in settings such as leadership team meetings, grade-level meetings, and professional learning communities (PLCs). All correlates at Margaret Willis will follow an agenda that is aligned with the school improvement plan and will maintain meeting minutes that are uploaded to the MWES google drive. Each correlate will work together to assess and monitor actions of each indicator. The school leadership team will provide adequate time to meet and conduct business to meet the expectations of the school and district. Professional development will be provided by the school leadership team to correlate chairs and SIT members to ensure they understand the processes and procedures for documenting action steps.		Domini Pierce	05/23/2025
<i>Actions</i>			2 of 4 (50%)		
	9/26/22	Correlate teams will be established for distributed leadership. The teams will meet monthly.	Complete 09/19/2023	Dr. Laura Fields	05/23/2023

Notes: Correlate teams meet once a month to discuss progress toward SIP goals.

07/31/23-During the SIT retreat, we discussed the idea of having 4 correlates that are aligned to the strategic goals of CCS. Each correlate will be responsible for monitoring actions and providing documentation related to the actions. Correlates will turn in notes after each meeting.

9/19/23-Ms. Hefner created and shared correlate meeting templates. These have been placed inside the MWES google drive.

10/7/22 School leadership meets weekly with an agenda of action items.

Complete 05/23/2023

Dr. Kasey Weaver

05/23/2023

Notes: The leadership team meets every Friday.

10/8/23 The focus for MWES PLC's for this school year is standard aligned instruction. We will use the standards aligned roadmap that has been provided by CCS to ensure we are meeting milestones in a timely manner.

Domini Pierce

06/03/2024

Notes: 9/1/23-Milestone 1 was met
10/6/23-Milestone 2 was met

9/26/22 Grade level teams will meet once a week in professional learning communities to monitor data of students and create remediation/acceleration plans for student instruction.

Domini Pierce

05/23/2025

Notes: 10/13/23-The leadership team met to finalize the tutoring schedule for the NC EC and University Tutors. Students were selected based on EVAAS projections and teacher feedback.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal and assistant principal regularly monitor classroom instruction through NCEES and iRounds. Feedback is provided to each teacher through the walkthrough document, conferences or a coaching cycle.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		When fully implemented, iRounds will be implemented consistently by utilizing a schedule created by the principal. The principal will focus on classroom instruction which will improve student performance. Feedback will be provided to each teacher through the walkthrough document, conferences, and/or a coaching plan. Improvement will be noted on classroom observations and walkthrough documents with leadership and instructional walkthroughs with district leadership.		Amanda Hefner	09/23/2025
Actions			0 of 2 (0%)		
9/26/22	The principal and assistant principal will regularly monitor classroom instruction through NCEES. Feedback will be provided to each teacher through conferences.			Amanda Hefner	05/23/2024
<i>Notes:</i>		2/27/2023 Second round of observations are complete. 4/18/2023 Third round of observations are complete. 10/7/23-All BOY PDPs are completed. 10/12/23-All teachers have received their first observation. Post conferences have been held with either Ms. Hefner or Dr. Fields.			
9/26/22	The Principal and Assistant Principal will do daily i rounds to provide instructional feedback through the CCS instructional walkthrough document.			Dr. Laura Fields	05/23/2024
<i>Notes:</i>		10/6/23-During our ILT meeting, we discussed the iRound spreadsheet. This document was shared with all members of the leadership team during the meeting.			

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
<i>Initial Assessment:</i>		MWES analyzes data on a regular basis to plan for school improvement and professional development. The instructional team meets with teachers quarterly to discuss data and set a target goal for improvement.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		When fully implemented, Margaret Willis uses data on a regular basis to plan for instruction. All teachers will facilitate small-group instruction that is planned based on data. Both instructional coaches facilitate PLCs during a 90 minute block each week. The coaches will provide a weekly agenda to keep the PLC on task and focused. This will allow teachers time to analyze data and plan for instruction. Both Instructional Coaches will be a coach/co-teacher with each coach focusing on either ELA or Math.		LaAdah Demus	05/23/2025
Actions			1 of 3 (33%)		
	9/10/23	The master schedule will be refigured to allow for double resource one day per week. This will increase the PLC time to 90 minutes/week.	Complete 08/01/2023	Amanda Hefner	08/01/2023
	<i>Notes:</i> 7/31/23-Ms. Hefner introduced the new master schedule template to the SIT team. The master schedule was analyzed and changes were made. 08/01/23-Ms. Hefner submitted the master schedule to the C&I team.				
	8/24/22	Instructional coach role will change to reflect more of a co-teacher/coach role working with ELA or Math. PLC meetings will be facilitated by the instructional coaches, while slowly releasing responsibility to the grade level chairs.		LaAdah Demus	06/02/2024

Notes: Instructional coaches have developed a schedule for monitoring and coaching teachers.
 2/27/2023 Instructional coaches will focus on grades 3 and 4 based on data analysis of the second nine-week benchmark. A daily schedule for both coaches has been developed for them to co-teach with the 3rd and 4th grade.
 4/18/2023 A 20-day plan was developed with district IC's and the area superintendent. IC's will take on a small group to assist the teachers in preparing 2+ and 3- students (3rd and 4th grade) for the upcoming EOG.

9/26/22 Teachers will use data to plan for Tier I, II and III evidence-based interventions during small group instruction in Reading and Math.

Domini Pierce

06/02/2024

Notes: -Small group lesson plans are written weekly to support Tier I, II and III students.
 -Remediation teachers and tutors support the classroom with interventions in small group instruction.
 4/18/2023 IC's will work with 3rd and 4th grade teachers to plan for remediation and support for the final 20 days.
 10/2/23-10/6/23-Teachers worked on creating individualized PEPs for every student that is currently performing below grade level.

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
<i>Initial Assessment:</i>		Teachers are recruited through job fairs and contact with local colleges and universities.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, Margaret Willis Elementary school will build capacity of teachers through ongoing professional development and coaching. This will build educator capacity. The leadership team will align professional development and coaching efforts with the evaluation cycle. We will then use the data from educator evaluations to assist us in the planning of the schools professional development offerings, making them more meaningful and timelier for all involved. Professional development and coaching are ongoing activities that develop the capacity of staff to implement MTSS and improve outcomes for students. Margaret Willis Elementary will recruit and retain highly qualified teachers through attending job fairs and partnerships with local universities. Also, by intentionally building a positive school culture, the turnover rate will decrease.		Amanda Hefner	05/23/2025
<i>Actions</i>			0 of 2 (0%)		
	9/10/23	The leadership team will build a positive culture by recognizing staff members at least once per month with Tiger Shout Outs.		Amanda Hefner	06/01/2024
		<i>Notes:</i> 8/21/23-During our welcome back staff meeting, Ms. Hefner introduced the format of each staff meeting. Each staff meeting will begin by giving "Tiger Shout Outs" and announcing Celebrations. 9/11/23- Staff members shared "Tiger Shout Outs" at the beginning of our monthly staff meeting. 10/2/23-Staff members shared "Tiger Shout Outs" at the beginning of our monthly staff meeting. During this meeting, the second golden apple challenge was held. Teams were created and given 5 minutes to build a paper airplane. The team who had the plane fly the farthest won the golden apple. Team members receive bragging rights and a jean pass for winning!			
	9/10/23	During the 2023-2024 school year, the focus will be "Love Your People".		Amanda Hefner	06/01/2024

Notes: 07/31/2023-Ms. Hefner introduced the theme "Love Your People" to the SIT team. We watched the video prior to rewriting our Mission and Vision.

08/14/2023-Ms. Hefner introduced the theme "Love Your People" to the entire staff. We watched the video and shared ideas on what this meant to us.

8/28/2023-Ms. Hefner introduced the theme "Love Your People" to the students of MWES. Everyday on the announcements, we end by saying "as always, remember to love your people."

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/04/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, the principal will ensure that all resources including time, money, personnel, and partnerships will be strategically aligned to address the school's goals. The leadership team will hire staff capable of the high-quality instruction needed for improvement, and ensure correct placement of staff in roles that are suited to their strengths, while providing professional learning to improve weaknesses. The principal will also ensure that staff have the time and instructional resources necessary for instructional planning and improvement, and identify external partnerships that can further meet the needs of students at the school. The principal will ensure that appropriate teaching resources are made available. The building principal will continue be an instructional leader that has substantial knowledge of the curriculum, curriculum progressions, and pedagogy.		Pat Gill	06/03/2024
<i>Actions</i>			0 of 4 (0%)		
	10/8/23	Resources for small group, differentiated instruction will be purchased to ensure teachers have access to vetted materials.		LaAdah Demus	10/31/2023

Notes: 8/9/23-Heggerty manuals were ordered for all K-3 teachers.
 9/12/23-Bridging the Gap manuals were ordered for 4th and 5th grade teachers.
 10/11/23-Instructional Assistants were provided training to use Heggerty manuals and the online resources.

10/8/23 The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.

Kim Robertson

03/29/2024

Notes:

10/8/23 Continue partnership with Hay Street United Methodist Church in order to provide after-school tutoring once a week that provides wraparound supports to 3rd-5th grade students.

Mireille Archer

06/03/2024

Notes: 8/9/23-Mrs. Beasley created the calendar for the 2023-2024 school year.
 9/14/23-Mrs. Beasley shared the list of students who will be participating in the MKA (Methodist Kids Association) program this school year.
 9/25/23-MKA started at MWES for the school year.

10/8/23 Continue partnership with Methodist University to secure grants and donations which provides after-school tutoring and multiple field trips for students involved.

Darcel McArn

06/03/2024

Notes: 8/7/23-Ms. Hefner and Mrs. Beasley met with Patricia Fecher and Courtney Samuelson from Methodist University to discuss the partnership between MU and MWES.
 8/9/23-Mrs. Beasley created the calendar for the 2023-2024 school year.
 9/14/23-Mrs. Beasley shared the list of students who will be participating in the CUBS program this school year.
 9/25/23-CUBS (Children Understanding Books) started for the 2023-2024 school year.

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
<i>Initial Assessment:</i>		Margaret Willis holds family engagement/curriculum events throughout the school year. After reviewing data from the 2022-2023 school year, it was determined that there was an average of approximately 20% parent participation overall.	Limited Development 08/30/2021		
<i>How it will look when fully met:</i>		When fully implemented, Margaret Willis will see an increase in attendance at family engagement/curriculum events by 20%, which would be an average participation of 40% of all parents.		Sherard Matthews	05/24/2024
Actions			0 of 4 (0%)		
8/10/23		The SIT team will create a 10 question parent survey to determine the most effective ways to increase parent involvement.		Sherard Matthews	12/15/2023
		<i>Notes:</i> 8/7/23-During the Popsicles with Principal Event, the parent facilitator encouraged parents to complete the survey. 8/8/23-Ms. Hefner shared the first "Roaring Insights" newsletter with direct links to the parent survey. 9/18/23-SIT team suggested that all teachers share the parent survey link on their class story. Ms. Hefner will create a message template for all teachers to share.			
8/10/23		A monthly parent newsletter will be created and shared via class dojo and parent link. This newsletter will consist of activities/events, parent engagement opportunities and community resources. The participation rate will be monitored and tracked monthly through our school improvement team processes. Our beginning goal will be that 50% of parents or 142 parents will view this letter each month.		Amanda Hefner	05/24/2024
		<i>Notes:</i> August Newsletter-54 views 9/29/23-122 views for October newsletter			
10/8/23		When planning family engagement activities, the committed communities correlate will use creative marketing to attract families. For example, we will create colorful flyers using catchy phrases.		Sherard Matthews	06/03/2024

Notes: 10/5/23-Skate Night was promoted on morning announcements, flyers were sent home, parent link text messages were sent and flyers were posted on class dojo.
10/26/23-Curriculum/Title 1 Night will be called "Edu-Treat: Costumes, Curriculum & Candy".

8/24/22 Chronically absent students will be tracked by the social worker and leadership monthly. Regular communication and follow-up conversations with the parent will occur to ensure a plan is established to eliminate barriers to school attendance.

Amanda Hefner

05/23/2025

Notes: -A tracking sheet has been developed by the social worker for chronically absent students. The school social worker and principal monitor these absences and make contact with the parents.
2/27/2023 Parent conferences are occurring with the social worker to discuss resolutions for chronically absent students.
3/27/2023 Ms. Campbell shared the attendance tracker and reported that our chronic absenteeism rate has been reduced to 37%
4/24/2023 Chronic absenteeism rate has dropped to 31.64%