

Comprehensive Progress Report

Mission: As a Westerly Hills Academy Scholar, I will collaborate, create, and communicate to become a leader today for a better tomorrow.

Vision: School: Westerly Hills Academy is a diverse population of students with a family approach to educating students by ensuring parents are partners. Students are encourage to be leaders.

Goals:

Westerly Hills Academy will provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03, A2.04, B3.03)

Westerly Hills Academy will show an Increase on the INSIGHT survey by 1 index point from 6.3 to 7.3 by implementing procedures and supports that will foster a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. A4.06, A4.01, B3.03, E1.06)

By June 2022 Students will show an Increase of Literacy Grade Level Proficiency (GLP) 34.3% to 40% ; and College and Career Ready (CCR) 20% to 25% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) based on 2018-2019 EOG data.

By June 2022 Students will show an Increase of Math Grade Level Proficiency (GLP) 48.5% to 55% ; and College and Career Ready (CCR) 27% to 32% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data.

By June 2022 Students will show an Increase of Science Grade Level Proficiency (GLP) 60% to 65% ; and College and Career Ready (CCR) 53.8% to 59% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data.

By June 2022, The Students with Disabilities subgroup will show a 5% increase from 10.4% to 15.4% on the End of Grade Exam in Grade Level Proficiency. (A2.04, A401, B303)

By June 2022, Westerly Hills Academy will show a 30% decrease in suspensions from 396 to 277, based on 2018-2019 data. (A4.06, A4.01)

By June 2022 Westerly Hills Academy will have 100% staff participation on building committees that support parental engagement, instructional support, social and emotional learning support.(E1.06, B2.01, A1.07)



! = 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:			Goal: Westerly Hills Academy will decrease out of school suspensions by 30% by June 2022. Goal: The Westerly Hills Academy students will show a 5% increase in Grade Level Proficiency in Reading, Math, and Science on the End of Grade exams by June 2022. Westerly Hills Academy status of student engagements and culture focus is the implementations of Teach Like a Champion (TLaC) techniques. Our goal this year is to continue to increase the level of student engagements/culture with the continued focus of practice clinic for TLaC and narrating the positive through Aggressive Monitoring and Caring Schools Curriculum. TLaC techniques has help to establish solid foundations for students and teachers. This focus centers around increasing the level of student engagement for classroom to ensure all are conducive to learning by building relationships with students.	Limited Development 09/28/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Westerly Hills Academy will create an instructional environment that is safe and orderly and promotes social and emotional awareness and supports. Each classroom should have a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. Westerly Hill will conduct the universal implementation of the Caring Schools curriculum. 100% of the staff will be trained on Caring School. 100% of teachers will deliver daily Caring School lessons which will be delivered during the SEL block daily. The following items will be monitored by walk through data, referral data, PBIS - Attendance percentage for Quarterly reward program (ClassDojo, Eagle Bucks, Panorama).		Poonam Rai (DOE: 9/9/2020)	06/11/2022
Actions				4 of 9 (44%)		
	3/6/18	Westerly Hills Academy has implemented a Quarterly reward program for students that model appropriate behavioral reinforce by positive actions though the use of Kickboard, students are rewards, biweekly by grade level and quarterly by PBIS team.		Complete 06/07/2019	Fadra McMillan	01/22/2019

Notes: 11/9/2020 The students with honor roll and perfect attendance were rewarded through the creation of a virtual video. They also received certificates that was mailed to their home. The students were given the opportunity to spend the Eagle Bucks they earned in the virtual school store. 4 students won a Fortnite toy. 24 students ordered a mystery bag, 10 students received lunch a surprised lunch from McDonalds.

10/21/18 Westerly Hills Academy will provide No Nonsense Nurturer training to its entire staff to ensure that there were consistent, high expectation to each classroom. Teachers will have the function to provide a structured and engagement-learning environment.

Complete 06/07/2019

Fadra McMillan

01/24/2019

Notes:

10/1/19 Westerly Hills Academy will continue to implement Quarterly reward programs for all students that model appropriate behavior through positive reinforcement with ClassDojo (K-2) and Eagle Bucks (3-5).

Complete 06/01/2020

Fadra McMillan

05/05/2020

Notes: 6/1/2020 WHA completed a 1st and 2nd Quarter reward program for students and families.

12/2/19 September Caring School Pulse Check by leadership and support team identified that a small percentage of teachers were implementing the Caring Schools lessons.

The PBIS store was held in October for scholars and they were able to spend their kickboard dollars on various items. In December, the school hosted a PBIS Movie and Popcorn celebration as a positive incentive.

The Instructional Leadership team continues to give monthly INSIGHT Survey Pulse checks to the whole staff. The survey helps to identify areas of need. The October INSIGHT pulse check identified that some teachers did not have clarity on effective teaching and learning at Westerly Hills. In response, the ILT held 2 professional development activities that allowed the staff to collectively create Teaching and Learning commitments for Westerly Hills Academy.

11/9/2020 The students with honor roll and perfect attendance were rewarded through the creation of a virtual video. They also received certificates that was mailed to their home. The students were given the opportunity to spend the Eagle Bucks they earned in the virtual school store. 4 students won a Fortnite toy. 24 students ordered a mystery bag, 10 students received lunch a surprised lunch from McDonalds.

3/4/18	Westerly Hills Academy administrative team, Student service, and Behavior Monitor Technician (Utilizing Title I funds) will monitor student behavioral incidents/suspensions. From monitored data, the Assistant Principal and Student Services team will conduct classroom observations to determine if the behavior is instructional learning, social interaction with peers, or outside influence in the home life of the student.	Complete 06/01/2020	Fadra McMillian	06/09/2020
<i>Notes:</i> 11/12/19 Student Service PLC conducted baseline environmental observations for K-5 classroom to review classroom environment and determine areas of support for teachers. 12/2/19 Student Services PLC reviews referral data weekly to determine supports for individuals students, classrooms, or grade levels. In Decebmer, the SSPLC will begin to designate a week to a specific grade level (1st Thursday - Kindergarten and 1st Grade; 2nd Thursday - 2nd and 3rd Grade - 3rd Thursday - 4th and 5th Grade; 4th Thursday - Retention students and building data).				
1/12/21	A 20 minute SEL block has been added to the instructional day. 100% of teachers will deliver Caring School instructions during this time.		Leitreshia Carter (DOE: 9/9/2020)	06/07/2022
<i>Notes:</i> 1/12/21 A review of all schedules indicates that 100% of teachers have implemented the SEL block to their schedule.				
9/1/21	Identify the key barriers to change management and brainstorm proactive solutions to addressing the barriers.		Leitreshia Carter (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	Identify a variety of supports to implement to promote attendance and foster belonging.		Tammillye Ward (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	School Wide participation in Panorama Survey for schools. Teachers will engage in Panorama Data review. School Wide implementation of behavior matrix and PBIS. Monthly School store and grade level incentives. Implement restorative circles to reduce suspension rates		Tammillye Ward (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	School-wide implementation of Caring Schools Curriculum with quarterly progress monitoring using walk-through forms.		Paula Birindelli(DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020			

<i>Experience</i>	6/1/2020			
<i>Sustainability</i>	6/1/2020			

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
Initial Assessment:			Goal: Westerly Hills Academy students will show a 5% increase in Grade Level Proficiency in Reading, Math, and Science on the End of Grade exams as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data. Westerly Hills Academy is currently working to increase academic performance of its students. The administrative team uses Title I funding for instructional facilitator positions. Instructional facilitators standard-aligned units included design pacing, learning targets and lesson plan framework in order for the teacher to utilize items for planning and instructional delivery. The standard-aligned instructional units include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to share with colleagues. Special education and ELL teachers are also included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.	Limited Development 03/24/2016	
How it will look when fully met:			The standard-aligned instructional units include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to share with colleagues. Instructional coaches plan with teachers two times per weeks for 60 minutes to focus on student culture within the classroom and planning rigorous lessons base on district calendar. Use of Title I funding and other funding sources to provide teachers with support through Success by Design for instructional coaches through PD for Supportive Interaction and Crucial Conversations. These efforts will be monitored through walk-through data focused on Core Actions. Instructional		Tammillye Ward (DOE: 9/9/2020) 06/11/2022

coaches will conduct weekly walk-throughs and tier teachers based on level of need.

- Use of Title 1 funding to support new teachers through a New Teacher Mentor, to focus on classroom management and instructional delivery through the use of Teach Like a Champ (TLaC) techniques.
- School-wide Professional Learning Communities (PLC) common practices of breaking down standards through the essential for students to know, understand, and do (KUD) format.
- Conduct school-wide training for student work analysis of standard aligned task.
- Develop PLC's protocols for teachers in reviewing student work to determine learning gaps for remediation to ensure mastery of the standard.
- Conduct walk-throughs of PLC alignments with instructional delivery from coaches and admin
PD offerings on 3rd Wednesday of each month that will grow teacher capacity to analyze standards and create rigor instructional task for standard throughout the year. We will also offer trainings on using data trackers to organize and deliver effective small group instruction.
- Principal will continue leadership development by participating in Relay Graduate School of Education coaching to focus on gaps within student and instructional cultures to improve practices school wide.
- Administrative ILT will monitor quarterly student assessment data to look for trends in student learning gaps. This work will help guide Instructional coaches to guide teachers in devising action plans that address student learning needs for re-looping and remediation for the Intervention block time.
- Coaching and feedback will be conduct for instructional coaches by administrations to provide weekly feedback for PLC's, Tier teacher support and alignment with planning to determine support for instructional coaches and teachers in facilitating planning for coaches.

- Principal will support Westerly Hills Academy's New Teacher Coach, Catina Scott, by facilitating support plans for struggling and beginning teachers, especially Tier 1 teachers in classroom management and instructional delivery.
- Participate in quarterly ILT meetings and other district offered professional development to enhance the capacity of teachers and leaders to improve student outcomes.

Actions		6 of 11 (55%)		
3/4/18	Use of Title I funding and other funding sources teachers will be provided support through Success by Design coaches. The coaches will build a pathway of sustainable professional development offerings that will enhance teacher capacity to teach to the rigor of the standard during the early release days.	Complete 06/07/2019	Phillip Johnson	05/31/2019
Notes:				
10/21/18	Westerly Hills Academy district Instructional Leadership Team (ILT) will conduct professional development for school-wide training on ways to analyze student work based on standard aligned task.	Complete 06/07/2019	Latoya Wright	05/31/2019
Notes:				
10/1/19	Westerly Hills Academy Instructional Leadership Team (ILT) will provide small group support during quarterly data deep dives.	Complete 05/05/2020	Tammillye Ward & Catina Scott	05/05/2020
Notes: 12/2/19 3-5 Grade content teams participated in all day planning sessions. 3- 5 Math teachers conducted an item analysis, where they identified two priority standards. Teachers created a plan to address the specific needs of the students. 33rd - 5th ELA compared assessment data and developed a timeline to reteach and enrich students.				
10/3/18	Success by Design coaches will create a plan for standard-aligned unit of instruction. The standard-aligned unit of instruction consists of developed pacing units, designed learning targets and a lesson plan framework. The general, special and EL teachers will collaborate in order to design effective instruction for all students.	Complete 05/31/2020	Tammillye Ward & Catina Scott	05/31/2020
Notes:				

10/3/18	Westerly Hills Academy teachers will work with Success by Design coaches to create lesson plan framework during weekly planning sessions. Topics for discussion will be standard-objectives for mastery, pre-post assessments, learning task aligned to objectives and corresponding materials utilize by teachers. Members of the ILT will provide weekly feedback on lesson plans and classroom instruction in order to gauge alignment and rigor for teacher support.	Complete 05/31/2020	Tammillye Ward & Catina Scott	05/31/2020
<i>Notes:</i> 12/2/2020 Success by Design coaches helped teachers create, administer and analyze pre and post standard based assessments. Success by Design coaches facilitate professional development based on the needs of their teachers. They have provided ongoing pd on annotating lesson plans, creating data trackers, analyze MAP data, and deliver effective and targeted small group instruction during 1st semester required workdays and early releases.				
10/1/19	Use of Title I funding and other funding sources teachers will be provided support through Success by Design coaches. The coaches will build a pathway of sustainable professional development offerings that will enhance teacher capacity to teach to the rigor of the standard during the early release days.	Complete 06/01/2020	Tammillye Ward & Catina Scott	06/09/2020
<i>Notes:</i> 12/3/2020 Success by Design coaches facilitate professional development based on the needs of their teachers. They have provided ongoing pd on annotating lesson plans, creating data trackers, analyze MAP data, and deliver effective and targeted small group instruction during 1st semester required workdays and early releases.				
9/1/21	Identify or build resources to support teachers and leaders in diagnosing students' unfinished learning in the core content areas.		Robin Taylor (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	Name the criteria for quality scaffolds and explain how they support acceleration and access to grade level content. Identify why and how scaffolds are removed as student learning increases. Practice planning quality scaffolds into a lesson.		Poonam Rai (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
1/13/21	Instructional Leadership Team (ILT) will conduct weekly walk-throughs and provide relevant feedback to teaching staff. Walk-Through forms will be focused on Strong Start and Core Actions. ILT will tier teachers based on level of need.		Shaunta Sinclair (DOE: 9/9/2020)	06/11/2022

Notes: 1/12/21 Provided PD to staff about the Teacher evaluation and we reviewed the walk-through forms.

1/13/21 Staff will participate in Targeted Support and Improvement professional development that will focus on how to effectively support students with disabilities. This professional development aligns with our goals to increase the academic performance of our SWD subgroup.

Florence Donovan

06/11/2022

Notes:

10/21/18 Westerly Hills Academy will perform a pre-assessment to determine student mastery of standards-based objectives. Based on student performance the instructional teams will develop differentiated learning activities for each objective that can be assigned to students based on their results and their progress during the unit. After the unit, a post-assessment will show what students have gained and determines the need for remediation or enrichment. Explain how teachers, school leaders, and district leaders will use information gleaned from diagnostics to accelerate student learning using culturally responsive and just-in-time scaffolds.

Catina Scott

06/11/2022

Notes: 12/2/2020 Success by Design coaches helped teachers create, administer and analyze pre and post standard based assessments.

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
<i>Initial Assessment:</i>			Goal: By June 2022 Westerly Hills Academy students will show a 5% increase in Grade Level Proficiency in Reading, Math, and Science on the End of Grade exams as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data. Westerly Hills Academy has a plan in place for students whom have not shown academic progress based on common formative assessment, interim assessment or EVAAS data. Instructional coaches and target support specialist will utilize strategies in order to enhance student growth based on summative assessments by local and state standards.	Limited Development 04/09/2016		
<i>How it will look when fully met:</i>			Westerly Hills Academy will utilize its intervention block and Multi-Tiered System of Support (MTSS) based on students' academic performance. Instructional support staff (other than classroom teachers) will focus on students whom are identified in the supplemental and intensive categories in order to enhance growth. 100% of students who were retained for the 19/20 school year and/or tested in the 5%tile or below on Fall MAP will receive documented interventions. 100% of interventions will entered and monitored through Aimsweb Plus. Every grade level participate in quarterly data deep dives to track and monitor student progress and interventions.		Rhonda Albritton (DOE: 9/9/2020)	05/05/2022
Actions				0 of 7 (0%)		
	10/1/18		Westerly Hills Academy will create an intervention block of 30 to 45 minutes embedded in the instructional day to help support student growth. K-2 students will receive interventions during WIN block or during the identified Flex time for In-person learning. During Full Remote Instruction, teachers have created a small group schedule. During small groups teachers plan to support scholars by level of need and provide focused instruction.		Tammillye Ward (DOE: 9/9/2020)	05/05/2022

Notes: 11/12/2020 All classrooms have a 30 - 45 minute intervention block embedded into their daily schedule (small group, WIN, All block). The implementation of the Letterland as a Universal intervention by making it a K-1 Special Area class
1/12/2021 Teachers either have a WIN block, ALL Block of Flex block to support students with MTSS during In-Person instruction. For Remote instruction teachers can utilize the remote Wednesdays to pull MTSS groups.

10/3/18 Instructional coaches will work with teachers to create lesson plans for the intervention blocks.

Tammillye Ward
(DOE: 9/9/2020)

05/05/2022

Notes:

10/3/18 Teachers will work with coaches to Identify students who need supplemental or intensive intervention through MTSS by reviewing Universal Screening data and triangulating other data points. Teachers will identify the student conceptual misunderstanding evident in the errors based on results from common and interim assessments. Tiers base on historical data from common and interim assessments will determine student placement.

Tammillye Ward
(DOE: 9/9/2020)

05/05/2022

Notes: 12/3/2019 3rd - 5th Grade teams participated in an all day planning were they analysis assessment data and determined next steps of support.
1/12/21 Coaches reviewed the 19/20 MTSS list with teachers and then teachers created a plan of support.

10/21/18 Instructional coaches will collaborate with teachers to create an intervention schedule for students whom are in tiers 2 and 3 clusters. Math and reading tutors also support the students whom are clustered in tier 2 and 3 category. The purpose of the pullouts is to provide additional instructional support for students whom have showed consistent academic decline based on standards-aligned unit of instruction.

Tammillye Ward
(DOE: 9/9/2020)

05/05/2022

Notes: 11/12/2020 All grade level teams and special area teachers were trained on the Westerly Hills Academy MTSS process. We have regularly scheduled academic and behavior MTSS meetings.
1/12/21 Training for Aimsweb Plus is underway for all staff. Aimsweb Plus will support teachers as they progress monitor MTSS students.

	6/1/21	Provide on-going professional development for staff with MTSS Interventions for Tier I/II.Utilize MTSS Coach to provide interventions for Tier III. Co-plan with the MTSS Coach/Student Support team to work with your students to ensure students consistently receive appropriate scaffolds that support them in accessing grade-level content.		Tammillye Ward (DOE: 9/9/2020)	05/05/2022	
	<i>Notes:</i> SS PLC and Academic coaches met to review the 20-21 MTSS procedures and discuss next steps for the 21-22 school year. -Creating a one-pager with all MTSS information. - Assigning one MTSS contact person per grade level - MTSS should be an ongoing action item on the grade level agenda. - Training teachers on MTSS lead (clearly state responsibilities) - Teaching teachers how to look at data (progress monitoring). -Look into MTSS course in MyTalent. - Embed monthly PD on Data to establish a culture of data with all staff. -Sharing the responsibilities by training teacher assistants on how to progress monitor or deliver interventions.					
	9/1/21	Use continuous improvement cycles to identify just in time supports for students with gaps that cannot be filled during Tier I instruction by monitoring assessments through data analysis reports from common and formative assessments.		Poonam Rai (DOE: 9/9/2020)	06/08/2022	
	<i>Notes:</i>					
	9/1/21	Anticipate and plan for potential barriers to learning by designing flexible lessons and learning environments that address the needs of historically marginalized students. PLC groups will analyze data as a part of their meeting agenda.		Catina Scott (DOE: 9/9/2020)	06/08/2022	
	<i>Notes:</i>					
	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:	Goal: By June 2022, Westerly Hills Academy will show a 30% decrease in suspensions from 396 to 277, based on 2018-2019 data. (A4.06, A4.01) - Westerly Hills Academy ILT, PBIS Team, and school counselor have begun establishing and implementing school-wide systems of support (RULERS, Caring Classrooms) to address each student's academic, emotional, and behavioral needs. - Westerly Hills Academy currently uses PBIS to encourage a nurturing environment and the positive behavior of students through monthly incentives for students. Westerly Hills has an active intervention team to refer students with challenging needs.	Limited Development 03/24/2016		
How it will look when fully met:	Student Services PLC and teachers will guide the implementation of the school improvement framework, which promotes positive behavior interventions and addresses students' academic, emotional, and behavioral needs. The team will review monthly discipline data to decrease the school's overall suspensions. The team will develop monthly incentives based on student academics and behavior. Westerly Hills Academy will continue to utilize the district MTSS coaches who will provide professional development for novice and struggling teachers, in addition to coaching. This will promote a nurturing environment through classroom management training and quarterly walk-through observations of master teachers. - Monitor Attendance and Discipline Data on a weekly basis - Utilize Parent Square for Effective Communication - Utilize Social Worker for Quarterly Parent events - Conduct Parent Survey using Parent Square - Identify keep barriers of attendance and parents involvement - Continue with Case Managers for Chronic using the Student Support Team. - Book study with working with African American Males with staff. - Teachers will engage in Panorama Data review. - School Wide implementation of behavior matrix and PBIS. Monthly School store and grade level incentives. - Implement restorative circles to reduce suspension rates.		Leitreshia Carter (DOE: 9/9/2020)	06/11/2022
Actions		4 of 8 (50%)		
10/3/18	Westerly Hills Academy Staff will attend No Non-Sense Nurturing professional development in order to create a positive culture and climate for students.	Complete 06/07/2019	Laura Wilson	05/31/2019

<i>Notes:</i>				
10/3/18	Westerly Hills Academy Support Services PLC will conduct monthly staff professional development to increase overall knowledge of to proactively respond to behavior challenges. Westerly Hills Academy will also offer quarterly professional development of the MTSS process and how it be used to address students' academic, emotional and behavioral needs.	Complete 10/29/2021	Tammillye Ward (DOE: 9/9/2020)	05/05/2022
<i>Notes:</i> 12/2/2019 We completed the 1st quarter professional development that provided foundational learning on MTSS. We also reviewed the MTSS plan for Westerly Hills Academy. 11/3/2020 3-5 students participated in Panorama Survey. The Student Support identified students to participate in focus social groups in response to Panorama data 1/12/21 Monthly professional development was delivered to staff. September - Disruptive Behavior/ October - Verbal Aggression/ November - Supporting Scholar returning to In-person instruction/ December - Staff Self Care.				
10/3/18	Westerly Hills Academy will implement a universal positive reward system (ClassDojo K-2 and Eagle Bucks 3-5) to support the building's goal to reduce out of school suspensions by 30%.	Complete 06/01/2021	Tammillye Ward (DOE: 9/9/2020)	05/05/2022
<i>Notes:</i> 12/2/2019 We have held monthly PBIS incentive events to reward positive student behavior. We implement student clubs twice a month as a positive behavior incentive (Step clubs, Flag football, Dance, arts/crafts, Legos, Male Mentorship, Social Media, Student Council).				
1/12/21	Students Support Team will partner with Administration to create a SEL walk-through from monitor the fidelity of the SEL block.	Complete 06/01/2021	Kanika Wright (DOE: 9/9/2020)	05/20/2022
<i>Notes:</i> 12/9/2020 Staff reviewed Panorama data and action steps were created. 1/12/20201 Admin will work with counselors to create a SEL walk-through form that is aligned with Caring Schools				
6/1/21	Student Support Team will work with teachers to continue the implementation of the Caring Schools Curriculum. Identify the key barriers to change management and brainstorm proactive solutions to addressing the barriers.		Leitreshia Carter (DOE: 9/9/2020)	06/08/2022

<i>Notes:</i>				
9/1/21	Create a plan for collecting and examining available data (Panorama) regarding student attendance feelings of belonging. Set a specific school culture goal with an eye towards racial equity.		Leitreshia Carter (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	Conduct root cause analysis of African American boys		Leitreshia Carter (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	Identify a variety of supports to implement to promote attendance and foster belonging.		Leitreshia Carter (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			Westerly Hills Academy will provide parents and students with information and activities on transitioning from grades K to 1; and 5th to 6th. - Westerly Hills purchased ParentSquare for the 2021-2022 school year. We are using ParentSquare as the school wide home to school communication platform. - Westerly Hills will host monthly parent engagement activities.	Limited Development 10/12/2017		
<i>How it will look when fully met:</i>			The objective will be fully met during the end of year activities for those transitional years, parent information workshops will be conducted during Quarter 3 and 4 PTA/Curriculum night activities. These and other objectives will be met and evidenced by parent meeting agendas/sign in sheets, celebration invitations for parents, photos depicting transition activities and program flyers promoting events happening in the school for the transitional year students.		Leitreshia Carter (DOE: 9/9/2020)	05/05/2022
<i>Actions</i>				1 of 3 (33%)		
	10/3/18	Westerly Hills Academy will create a pathway for students whom may have the same teacher two consecutive years.		Complete 06/07/2019	Laura Wilson	05/31/2019
<i>Notes:</i>						
	10/3/18	Westerly Hills Academy will involve parents in the process so that they may gain information about the student's current level of functioning and can provide input into projected goals. During this meeting parents will be informed about effective instructional strategies			Diane Carter & Mallorie Sanders	05/05/2022
<i>Notes:</i> 12/3/2019 Westerly Hill held a Family Bingo Night that was organized by the social committee. During Family Bingo Night our counselor gave a presentation on attendance.						
	9/1/21	Monitor staff usage of ParentSquare by pulling weekly reports to track usage.			Tammillye Ward (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>						

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
<i>Initial Assessment:</i>			Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Department facilitates meetings, if requested, and provides stakeholders additional information to help in decision-making. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. During the 2018-2019 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team. Title I Office will also provide training in NCStar to principals and process managers in August and January in alignment with NCDPI training and will provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan.	Limited Development 05/19/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			Westerly Hills Academy School Leadership Team will guide the implementation of the SIP goals. Members will be assigned to each indicator to progress monitoring the goals and action steps. The School Leadership Team will need artifacts that support the progression towards the school improvement plan goals. The artifacts will consist of school assessment data, staff surveys, family and community involvement.	Objective Met 06/01/20	Tammillye Ward (DOE: 9/9/2020)	05/05/2020
<i>Actions</i>						
	10/3/18	Westerly Hills Academy will make the School Leadership Team agendas and minutes available to all stakeholders via Indistar to promote transparency.		Complete 06/01/2020	Tammillye Ward	05/05/2020

Notes: 12/3/2020 School Leadership Team meets monthly to review progress of towards our School Improvement Plan. Minutes are posted on Indistar and guest log-ins are available via the school's website.					
10/3/18	Westerly Hills Academy will hold monthly School Leadership Team meetings to monitor progress of actions associated with School Improvement Plan indicators.		Complete 06/01/2020	Tammillye Ward	05/05/2020
Notes: 12/3/19 The SLT has reviewed action steps associated with the 5 key indicators and developed next steps.					
Implementation:			06/01/2020		
Evidence			6/1/2020 The notes from the meetings are posted on the website.		
Experience			6/1/2020 Westerly Hills worked hard to remain transparent with the work we are doing to support our school improvement plan.		
Sustainability			6/1/2020 We will need to continue to seek more parental involvement.		
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:		Westerly Hills Academy has leadership teams in various grade levels that need training on Professional Learning Communities.	Limited Development 04/09/2016		
How it will look when fully met:		Westerly Hills Academy has established various leadership teams. Each leadership team will continue to meet twice a month to focus on the alignment of the school improvement plan by monitoring student's achievement, school climate, and quarterly data to ensure that the learning environment is producing results. Each leadership team will incorporate specific roles and responsibilities for the members, and set a designated purpose for each meeting. Based on the interim assessments, teams will need refresher training on protocols and procedures for effective PLC teams.		Tammillye Ward (DOE: 9/9/2020)	05/05/2022
Actions			1 of 3 (33%)		
10/3/18	Westerly Hills Academy will design procedures to model an effective professional learning community.		Complete 06/07/2019	Nicole Przedpelski	05/31/2019
Notes:					
10/3/18	Westerly Hills Academy will create teacher led committees that will meet 2nd Wednesday of the month.			Tammillye Ward	05/05/2022

Notes: 12/2/19

Currently we have 100% of our staff assigned to a committee. The committees meet monthly to collaborate on initiatives that are aligned to our School Improvement Plan. We have the following committees: Teach Like A Champion Practice Clinics (TLAC), PBIS/Kickboard, Social/Parental Involvement, RULERS, AVID).

10/1/19 Provide professional development to establish and review expectations and positive behavior intervention strategies.
-Explicit expectations and procedures taught to students, reinforced, and rewarded consistent with school wide behavior expectations.

Tammillye Ward

05/05/2022

Notes: 12/3/2019

During a November staff meeting we conducted a professional development on Deescalation to offer supports in response to referral data. The school participated in a whole school reset when we returned from Winter break. We provided a lists of expectations during a December staff meeting and weekly newsletter. Beginning in January the Students Support Team will provide professional development opportunities by modeling Collaborative Classroom lessons. This action is also supported by the RULERS and TLAC committee.

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Westerly Hills has designed a duty free lunch coverage for its teachers in order to provide the maximum extent that the safety and proper supervisions of the students may allow during regular student contact hours. Administration, teachers, and support staff will develop a plan to supervise students as the teachers are provided duty free lunch coverage.	Limited Development 10/21/2018		
How it will look when fully met:			Westerly Hills Academy teachers will transport students to the cafeteria for lunch. Designated Staff will supervise students in order for teachers to receive their duty free lunchtime during the instructional day. Insight survey will determine the plans effectiveness in order for the administrative team to make adjustments throughout the school year. Evidence for success will be the following · Reduced behavior referrals in cafeteria · Staff perceptions on survey · Parent reports · Master Schedule · Improved insight survey results and disciple data		Paula Birindelli (DOE: 9/9/2020)	05/05/2022
Actions				2 of 6 (33%)		
	10/21/18	Develop duty-free lunch plan for teachers. -Create appropriate master schedule that supports safe, well-managed lunchrooms. -Train lunch monitor and school staff strategies to use when supervising in the cafeteria. -Assigned tables, class schedule, and review and revise cafeteria procedures and routines to maximize safety and efficient traffic flow. Classroom teachers will teach, reinforce and ensure that their students follow expectation and school behavior plan. -Clear signage of schedules, duties, routes, etc. will display in cafeteria.		Complete 06/07/2019	Phillip Johnson	01/22/2019
Notes:						

10/21/18	Monitor execution and implementation of duty-free lunch plan, behavior and outcomes. This will be through providing incentives and monthly awards along with check-ins to meet expectations.	Complete 06/07/2019	Phillip Johnson	01/26/2019
<i>Notes:</i>				
10/21/18	Provide professional development to establish and review expectation and positive behavior intervention strategies. -Annual training in school-wide behavior plan for Cafe staff, lunchroom monitors and custodians and all staff. -Explicit expectations and procedures taught to students, reinforced, and rewarded consistent with school wide student behavior expectations.		Rachel Pierce & Ms. Wallace	05/05/2022
<i>Notes:</i>				
10/1/19	Develop duty-free lunch plan for teachers. -Create appropriate master schedule that supports safe, well-managed lunchrooms. -Train lunch monitor and school staff strategies to use when supervising in the cafeteria. -Assigned tables, class schedule, and review and revise cafeteria procedures and routines to maximize safety and efficient traffic flow. Classroom teachers will teach, reinforce and ensure that their students follow expectation and school behavior plan. -Clear signage of schedules, duties, routes, etc. will display in cafeteria.		Rachel Pierce & Ms. Wallace	05/05/2022
<i>Notes:</i>				
10/1/19	Monitor execution and implementation of duty-free lunch plan, behavior and outcomes. This will be through providing incentives and monthly awards along with check-ins to meet expectations.		Rachel Pierce & Ms. Wallace	05/05/2022
<i>Notes:</i>				
10/1/19	Provide professional development to establish and review expectation and positive behavior intervention strategies. -Annual training in school-wide behavior plan for Cafe staff, lunchroom monitors and custodians and all staff. -Explicit expectations and procedures taught to students, reinforced, and rewarded consistent with school wide student behavior expectations.		Rachel Pierce & Ms. Wallace	05/05/2022
<i>Notes:</i>				

	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:			Westerly Hills Academy currently utilizes a master schedule, which details a structured planning of 90 minutes, and allows teachers appropriate time for instructional planning for grades PreK-5.	Limited Development 04/06/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Utilizing a master schedule, 100% of our teachers will have allotted time to plan for 90 minutes based on content and teams for grades PreK-5. Westerly Hills Academy will use a duty roster that details safety and supervision 100% of the time for the 2019-2020 school year.	Objective Met 06/01/20	Paula Birindelli (DOE: 9/9/2020)	05/05/2020
Actions						
	9/30/16	Create a master schedule that includes 60 to 90 minutes of instructional planning for grades K-5.		Complete 12/03/2019	Ms. Wallace & Ms. Pierce	12/03/2019
<i>Notes:</i> The master schedule created by August 15, 2018 and includes 90 minutes of planning for 100% of the teachers in grades PreK-5.						
	10/3/16	Weekly ILT meetings will focus on teacher support and analysis of problems of practice related to the 60 to 90-minute instructional planning block and teacher needs.		Complete 06/01/2020	Ms. Wallace & Ms. Pierce	05/05/2020
<i>Notes:</i> The ILT meets weekly.						
	10/17/17	Weekly meetings with grade level coaches, content coaches and grade level teams to ensure the 60 to 90-minute planning regarding instruction, data and student structure and safety.		Complete 06/01/2020	Ms. Wallace & Ms. Pierce	05/05/2020
<i>Notes:</i> Documents at meeting agendas and sign in sheets to the assigned person for each action step. 12/3/2019 Planning meetings take place weekly between content coaches and grade level teams. The teams take part in data analysis, lesson plan annotation, and professional development.						
Implementation:				06/01/2020		
Evidence			6/1/2020 The evident is the 19-20 Master Schedule			
Experience			6/1/2020 We created master schedule that allowed 60 to 90 minutes of planning time for each teacher.			
Sustainability			6/1/2020 We created a Master Schedule committee to plan for the 20-21 school year.			

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>			Goal: By June 2022, Students will show an Increase of 5% in Literacy, Math and Science Grade Level Proficiency (GLP) and College and Career Ready as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) based on 2018-2019 EOG data. At present, the Instructional Leadership Team (ILT) completes weekly walk-throughs for all classroom teachers. ILT provides coaching and feedback with teachers through one-on-one instructions through monitoring of instruction and during data dive with instructional coaches. Monitoring will be consistent with checkpoints through assessments of formative, common, exit tickets and small group instructions. Walk-through cycles will consist of teacher monitoring through instruction and monitor of planning protocols and practices. ILT will utilize MasteryConnect data analysis reports for common and formative assessments during planning and during ILT weekly meetings. Teachers will monitor also through Exit Tickets, classroom observation and small group data reports. Through this effort, the principal regularly monitors curriculum and classroom instruction, and provides timely, clear, constructive feedback to each teacher.	Limited Development 03/31/2016		

How it will look when fully met:	The Instructional Leadership Team (ILT) supports the principal's efforts to improve teacher practice and student learning by focusing on frequent coaching and improvement. ILT helps the principal increase his/her instructional time by using the tools-Time/Task Analysis, Time Tracker, and observation forms. The principal builds relationships with the teachers while coaching them closely. This ensures the principal will closely connected to the work in each classroom. As a result, accountability increases as instructional practices grow stronger. The school is continuing to work on the implementation school-wide coaching, which will help address a detailed understanding of what is happening in every classroom. 100% of the instructional leadership team (principal, AP and 4 instructional coaches will conduct weekly 15-20 minute coaching and feedback sessions for 100% of the instructional staff. • Use continuous improvement cycles to identify just in time supports for students with gaps that cannot be filled during Tier I instruction by monitoring assessments through data analysis reports from common and formative assessments. • Anticipate and plan for potential barriers to learning by designing flexible lessons and learning environments that address the needs of historically marginalized students. • PLC groups will analyze data as a part of their meeting agenda. • Conduct walk-throughs using walk-through cycles along with planning walk-throughs to monitor planning practices. • Regularly assess where your students are currently performing to understand their academic progress and identify the most effective scaffolds to address their evolving needs		Malacy Williams (DOE: 9/9/2020)	06/05/2022
Actions		0 of 7 (0%)		
9/30/16	Principal/ILT will explain how teachers will use information gleaned from diagnostics to accelerate student learning using culturally responsive and just- in-time scaffolds.		Rhonda Albritton (DOE: 9/9/2020)	05/05/2022
Notes:				

10/17/17	Coaches conduct biweekly walk-throughs on their teachers. They provide feedback on instructions from the training received from ILT. This year we have tiered teachers support based on their walk-throughs. Therefore not all receive feedback; if there are no concerns it may be once a month.		Malacy Williams	05/05/2022
<i>Notes:</i> 12/3/2019 The ILT uses the Get Better Faster framework (Uncommon Schools) to guide our focused walk-through. 1st quarter we focused on Phase 1: Develop Essential Routines and Procedures. The ILT reviews this data weekly to monitor the progress of our teachers. 2nd quarter we focused Phases 1-4 and tailored feedback to meet the needs of the teachers. We also use this information to tier teacher support.				
10/21/18	ILT will determine how to identify the most critical prerequisite skills and knowledge for each grade level and subject area (ELA, math and Science) during planning for unit plan.		Rhonda Albritton (DOE: 9/9/2020)	05/05/2022
<i>Notes:</i>				
10/21/18	Instructional coaches also will meet weekly to analyze student work based on exemplars to see if mastery has been achieved based on set achievement levels. Exemplars are learning task that base on learning objectives.		Malacy Williams	05/05/2022
<i>Notes:</i>				
9/1/21	ILT will continue to evaluate the quality of assignments through planning and monitoring of instructions to ensure all students can meaningfully engage in high -quality, grade-appropriate content.		Rhonda Albritton (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/1/21	LT will review the shifts in math instruction and the critical role of mathematical practices to build a common understanding for all teachers. ILT will review the shifts in literacy instruction and barriers to literacy success to build a common understanding for all teachers.		Tammillye Ward (DOE: 9/9/2020)	06/08/2022
<i>Notes:</i>				
9/30/16	ILT will conduct consistent walk-throughs, observations and planning walk-throughs to proactively monitor planned scaffolding in each lesson according to the learning objective, target standard(s), and your students' needs. The Instructional Leadership Team (Principal, AP, and 3 Instructional coaches) will conduct additional, weekly observations and walk-throughs and assess how the feedback translates into improved instructional practices and for how many teachers. Goal: 100% of Teachers.		Rhonda Albritton (DOE: 9/9/2020)	06/08/2022

Notes: Gather data from each ILT member to determine how many teachers have tried/demonstrated improved instructional practices.

12/3/2019 The ILT uses the Get Better Faster framework (Uncommon Schools) to guide our focused walk-through. 1st quarter we focused on Phase 1: Develop Essential Routines and Procedures. The ILT reviews this data weekly to monitor the progress of our teachers. 2nd quarter we focused Phases 1-4 and tailored feedback to meet the needs of the teachers. We also use this information to tier teacher support.

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>			Westerly Hills Academy is currently strengthening academic and instructional time throughout the school year based on school performance and observation data. Staff will continue to receive training at the beginning of the 2019-2020 school year. Westerly Hills Academy supports individuals to analyze student and teacher data throughout the school year. The Instructional Leadership Team (ILT) provides enterprise-reporting, measurement, analytic, coaching and professional development on a variety of topics that align with the district's strategic goals. ILT transforms raw data into useful and meaningful information to help support decision-making at the school level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. Instructional Leadership Team provides data for coaching and training on multiple data related platforms aligned with the districts strategic goals. The training offered facilitate data informed decision making, and therefore influencing student performance. Highly differentiated, school specific coaching on how data can affect lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly.	Limited Development 03/24/2016		

How it will look when fully met:	Westerly Hills Academy will focus on three areas for data analysis: at the school level to focus on areas that need school wide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. The data will be analyzed to create professional development to be implemented in order to enhance teaching and learning. ILT agendas and minutes will document progress of data analysis and action steps. 100% of staff will participate in targeted professional development and quarterly data deep dives.		Shaunta Sinclair (DOE: 9/9/2020)	05/28/2022
Actions		2 of 4 (50%)		
10/21/18	Westerly Hills Academy will create professional development Teach Like a Champ (TLaC) techniques - Aggressive Monitoring focusing on Tier 1-3 teachers. Also, Title I funding will support and build teachers capacity attending "Great Habits Great Readers conference to build teachers capacity in Balanced Literacy. Professional development will be revised based on survey data collected at the end of each session. Professional develop tentative dates will be the early release days sanction by the school district.	Complete 06/07/2019	Fadra McMillan	01/26/2019
<i>Notes:</i>				
10/3/16	Westerly Hills Academy district ILT will conduct professional development on ways to analyze students' performance task based on exemplars introduce by teachers. Follow up surveys and observation data for any revisions of follow up professional developments.	Complete 06/07/2019	Phillip Johnson	01/30/2019
<i>Notes:</i>				
10/3/16	Instructional Leadership Team (ILT) will analyze weekly walk-through data focus on teachers' instructional strengths and weaknesses. This will be a follow up from previous professional development aggressive monitoring for the 2019-2020 school year.		McMillian, Wright, Bess	05/05/2022
<i>Notes:</i> 12/3/2019 Instructional Leadership Team conducts weekly walk-through/observations to monitor improved instructional practices. When reviewing walk-through data we look at common trends for areas of growth and areas of success. During our October analysis we recognized the need to continue professional development on classroom management (100% and Whole class reset).				

10/17/17	Teachers will receive follow up PD, as needed, regarding the DDI process and protocols expectations in order to improve student performance. Teachers will also receive PD, as needed, regarding data analysis and development of instructional plans in order to improve student performance.		McMillian, Wright, Bess	05/05/2022
	<i>Notes:</i> Teachers will be engaged in DDI off campus (RAM Academy) PD sessions to assess Benchmark data for instructional reteach/re-loop strategies and activities within the content areas. 12/3/2019 ILT has hosted professional development on data driven instruction focused on small groups. ILT has facilitated professional development on internalizing lesson plans.			

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:			Goal: Westerly Hills Academy will improve teacher retention for the 19-20 school year. This will be measured by a 1 level index point increase on the INSIGHT survey Westerly Hills Academy has created system for supporting staff through its Talent Management program. The areas of focus are Beginning Teacher Support Program, recruiting and retaining staff, celebrating staff success, professional development and evaluating staff. The focus areas consist of classroom teachers and support staff to build capacity in the area of leadership and enhance the working culture of the school.	Limited Development 04/06/2016		
How it will look when fully met:			Westerly Hills will begin working with the Instructional Leadership Team who will provide professional development on interviewing and recruiting new teachers to Westerly Hills Academy. The School Leadership Team (SLT) will work with team leads to establish a reward system to recognize staff members who will be consider irreplaceable. Multi-Classroom Leaders and facilitators will be incorporated into all classroom instruction. All classroom teachers will receive ongoing training and coaching in Teach Like a Champ (TLaC) strategies and monitor for implementation.		Erica Simmons-Sides (DOE: 9/9/2020)	06/08/2022
Actions				3 of 8 (38%)		
	10/21/18		Westerly Hills Academy has created a Beginning Teacher Support Program. Each Beginning teacher will have a mentor in order to support the teacher new career path. The mentor will focus on instructional practices in order to enhance teaching and learning. The principal will support BT by utilizing New Teacher support facilitator from UNCC. New Teacher support facilitator will focus on Tier 1 teachers in classroom management and instructional delivery.	Complete 06/07/2019	Malacy Williams	01/26/2019
Notes:						
	10/21/18		Westerly Hills Academy will hold State of School meetings for staff to gauge the pulse of the school. Staff will be spotlight to celebrate accomplishments throughout the school year. The area of focus will be on instructional and behavior performance task as outlined by the school goals.	Complete 06/07/2019	Phillip Johnson	02/09/2019

<i>Notes:</i>				
10/3/18	Westerly Hills Academy will hire instructional coaches to support teachers in developing a rigorous instructions and increase student achievement. Instructional coaches will provide coaching and feedback based on walk-through observation. The instructional coaches focus on grades K-5 and K-2 math; and success by design coach focus on math grades 3-5.	Complete 01/14/2020	Simmons-Sides & Ward	01/14/2020
<i>Notes:</i> 12/3/2019 Westerly Hills is staffed with instructional coaches for K-5.				
10/3/18	Grade level leaders will conduct interviews to fill in staffing vacancies. The administrative team on conducting interviews will train the interview committee.		Simmons-Sides & ward	05/05/2022
<i>Notes:</i> 1/14/2020 Staff members are invited to join the interview committee. Building administrations seeks their feedback on a regular basis.				
10/21/18	Westerly Hills Academy Instructional Leaders Team (ILT) will monitor to ensure teachers with performance issues are address proactively and appropriately. Performance task support the classroom instructional and management in order for the teacher to meet district minimum performance expectations. Performance task will match the instructional framework and classroom culture expectation that the ILT has designed.		Simmons-Sides & Ward	05/05/2022
<i>Notes:</i>				
10/1/19	Westerly Hills Academy has created a Beginning Teacher Support Program. Each Beginning teacher will have a mentor in order to support the teacher new career path. The mentor will focus on instructional practices in order to enhance teaching and learning. The principal will support BT by utilizing New Teacher Coach. New Teacher Coach will focus on Tier 1 teachers in classroom management and instructional delivery.		Erica Simmons-Sides, Tammillye Ward	05/05/2022
<i>Notes:</i> 12/3/2019 Beginning Teacher Support Program meets monthly for focused professional development. The Beginning Teacher coach conducts regular walk-through/observations and provies timely feedback, as well as in the moment coaching.				

10/1/19	Westerly Hills Academy will hold State of School meetings for staff to gauge the pulse of the school. Staff will be spotlight to celebrate accomplishments throughout the school year. The area of focus will be on instructional and behavior performance task as outlined by the school goals.		Simmons-Sides & Ward	05/05/2022
<i>Notes:</i>				
10/1/19	Westerly Hills Academy will celebrate the accomplishments of the staff through various celebratory activities (Teacher of the Month, You've Been Mugged)		Ward & Simmons-Sides	06/07/2022
<i>Notes:</i>				

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:			Goal: Westerly Hills Academy will increase parent attendance by 5% for the 21-22 school by increasing advertisement that will promote engaging events. Westerly Hills Academy currently does not have an active PTSA during the 2021-2022 school year. Parent involvement for school related functions have exhibited low participation.	Limited Development 03/24/2016		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			The school will regularly communicate with parents/guardians using ParentSquare to send weekly posts, Virtual options parent meetings, monthly parent newsletter, Parent/Teacher conferences and quarterly student progress reports/report cards. The school will demonstrate communication with parents through programs such as Moving On Up, Meet and Greet Ceremony, Kindergarten Beginners Day, Career Day where parents can discuss their professions with students, receive information about community resources and receive uniforms for their scholars. Other programming such as Open House and Curriculum night provide parents with resource information and tools in the areas of Reading and Math to help their child at home. Professional development on ways to help students regarding expectations of them at school and the importance of the curriculum at home. Westerly Hills will create and operate a Food Pantry to help with community food insecurity.		Erica Simmons-Sides (DOE: 9/9/2020)	06/06/2022
Actions				6 of 8 (75%)		
	10/3/18	End of Grade (EOG) Preparation Night – Parents will receive information on how to help their child prepare for the EOG including strategies, helpful test taking tips, and general information about the EOG.		Complete 06/01/2020	Scott & Simmons-Sides	05/05/2020
Notes:						

10/21/18	Westerly Hills Academy will seek support from the staff of Central Community 1 (CC1). The support needed for the increase of parent participation with the PTSA.	Complete 06/01/2020	Catina Scott, Erica Simmons-Sides	05/05/2020
<i>Notes:</i>				
4/26/18	Math Night – Parents will receive resources and tools to help their child in the area of Math.	Complete 06/01/2020	Simmons-Sides, Scott	05/05/2020
<i>Notes:</i>				
4/26/18	Literacy Night – Parents will receive resources and tools to help their child in the area of Reading.	Complete 06/01/2020	Scott & Simmons-Sides	05/05/2020
<i>Notes:</i>				
10/1/19	Westerly Hills Academy will sponsor a step up day to assist our 5th grade students with their transitions to middle school.	Complete 06/01/2020	Simmons-Sides, Scott	06/06/2020
<i>Notes:</i>				
4/26/18	Kindergarten Night - Parents will receive communication on the upcoming night of information for students entering and exiting Kindergarten.	Complete 06/01/2020	Simmons-sides, Scott, Sanders	06/07/2020
<i>Notes:</i>				
1/15/21	Westerly Hills academy will create and implement a comprehensive communication plan to keep our parents informed on all updated information pertaining to full remote, in-person, and hybrid instruction.		Catina Scott (DOE: 9/9/2020)	06/05/2022
<i>Notes:</i> 9/1/2020 Weekly Connect Ed calls will be sent to parents to keep them abreast of all important information about school. 10/1/2020 Westerly Hill Academy held two parent meetings to give the community information about returning to in-person instruction. 11/1/2020 Westerly Hills Academy Student Support Team held a Virtual parent SEL night to inform parents about the importance of Social Emotional Learning. We all gave parents tips on how to support their children during the pandemic.				
1/15/21	Westerly Hills Academy will create and operate a Food Pantry in partnership with First Presbyterian Church and Communities In Schools to help the community with food insecurities.		Malacy Williams (DOE: 9/9/2020)	06/11/2022

Notes: 10/30/2020

Westerly Hills Academy held a Ribbon Cutting ceremony for the Food Pantry. The food pantry will officially open to WHA families and staff November 3rd.

1/15/2020

Westerly Hills Academy's Food Pantry has provided food for over 100 families members. We have a Food Pantry request form that is posted on the school's website.

Implementation:		06/01/2020		
Evidence	6/1/2020 We hosted a Kindergarten Beginners' Day Meeting, Attendance Bingo Dinner night, EOG prep night and 5th graders visited UNC. .			
Experience	6/1/2020 Staff worked to plan activities that would involve parents. Leadership collaborated with social committee to host various events.			
Sustainability	6/1/2020 We will need to continue to receive support from Central 1 Learning community to increase parental involvement.			