

## Comprehensive Progress Report

**Mission:** Wilmington Preparatory Academy will provide a base of literacy, global knowledge, and life skills to prepare urban, economically disadvantaged K-8 youths for college and life beyond. Through an extended-day and extended curriculum the Academy will train students to take personal responsibility for their education, health choices, and social well being.

**Vision:** Wilmington Preparatory Academy will transform the lives of K-8 youths by instilling 21st century skills and inspiring lifelong learning in every student.

**Goals:**

Reading and Math Goal: By June 2022, at least 50% of the students at Wilmington Preparatory Academy will score level III or higher on the reading and math assessments as measured by NC End-of-Grade testing.

Parental Involvement Goal: By the end of the 2021-22 school year, Wilmington Preparatory Academy stakeholders will actively support and be engaged in activities that will improve the school's ability to provide a positive, safe, and productive learning environment for all students.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

| Core Function:                   |         |  | Dimension A - Instructional Excellence and Alignment  |                                   |               |             |
|----------------------------------|---------|--|---|-----------------------------------|---------------|-------------|
| Effective Practice:              |         |  | Curriculum and instructional alignment  |                                   |               |             |
|                                  | KEY     | A2.04  | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To   | Target Date |
| Initial Assessment:              |         |  | There is a pacing guide for all subject and grade level that is used school-wide.   | Limited Development<br>02/07/2017 |               |             |
| How it will look when fully met: |         |  | The Instructional team at Wilmington Preparatory Academy will meet to assess, evaluate and create standards-aligned units of instructions for each subject and grade level. By the beginning of the 2021-2022 school year the Instructional team will provide each teacher with a detailed standard-aligned units of instruction for each subject area that him/her teaches. Each unit will be arranged in sequential order, and will outline the concepts, skills, and principles to be covered with each subject area, across all grade levels. |                                   | Kevin Johnson | 07/21/2022  |
| Actions                          |         |  |   | 2 of 3 (67%)                      |               |             |
|                                  | 2/20/17 | The Instructional team will meet to evaluate the unit plans and pacing guides that are currently used at Wilmington Preparatory Academy. |   | Complete 04/23/2018               | Kevin Johnson | 07/23/2018  |
| Notes:                           |         |  |   |                                   |               |             |
|                                  | 2/20/17 | The Instructional team will determines the concepts, principles, and skills that will be covered within each unit for all subject areas. |   | Complete 07/22/2019               | Kevin Johnson | 07/25/2019  |
| Notes:                           |         |  |   |                                   |               |             |
|                                  | 2/20/17 | The Instructional team will identifies standards/benchmarks that apply to each grade level, and develop clearly aligned objectives.      |   |                                   | Kevin Johnson | 07/21/2022  |
| Notes:                           |         |  |   |                                   |               |             |

| 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:                    |     |       | Wilmington Preparatory Academy currently uses a tiered system to identify and support students with special needs. However this instructional system is not NCDPI's Multi Tier System of Support (MTSS). We are currently in the process of implementing such system.  | Limited Development<br>03/28/2022 |               |             |
|  |     |       | Priority Score: 3                      Opportunity Score: 3                      Index Score: 9  |                                   |               |             |
| How it will look when fully met:       |     |       | Teachers will effectively implement teaching practices that will support struggling students within the general education setting. Struggling students responsiveness to the general education curriculum will be monitored and used to determine their tier placement. All students will be placed in his/her corresponding tier. | Objective Met<br>03/28/22         | Kathryn Wuest | 07/21/2022  |
| Actions                                |     |       |  |                                   |               |             |
| 3/28/22 Create an MTSS Leadership team |     |       |  | Complete 05/10/2018               | Kathryn Wuest | 04/06/2018  |
| Notes:                                 |     |       |  |                                   |               |             |
| Implementation:                        |     |       |  | 03/28/2022                        |               |             |
| Evidence                               |     |       | 3/28/2022  |                                   |               |             |
| Experience                             |     |       | 3/28/2022  |                                   |               |             |
| Sustainability                         |     |       | 3/28/2022  |                                   |               |             |

|                                  | 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:              |         |   | The teaching staff at Wilmington Preparatory Academy is attentive to students' emotional states, and do guide students in managing their emotions. However not all students receives optimum support and interventions when necessary.                            | Limited Development<br>03/28/2022 |                 |             |
| How it will look when fully met: |         |   | Wilmington Preparatory Academy will teach school-wide character education. The teaching staff will help students learn how to identify and understand their emotions. All teachers will teach their students strategies for successfully managing their emotions. |                                   | Robert Taylor   | 07/21/2022  |
| Actions                          |         |   |   | 1 of 2 (50%)                      |                 |             |
|                                  | 3/28/22 | Robert Taylor will attend Character Matters workshop, and provide the teaching staff with training. |   | Complete 04/25/2018               | Robert Taylor   | 07/25/2019  |
| Notes:                           |         |   |   |                                   |                 |             |
|                                  | 3/28/22 | Wilmington Preparatory Academy will implement school-wide character education.                      |   |                                   | Ashley Castillo | 07/21/2022  |
| Notes:                           |         |   |   |                                   |                 |             |

|                                  | KEY | A4.16  | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)   | Implementation Status             | Assigned To   | Target Date |
|----------------------------------|-----|--|--|-----------------------------------|---------------|-------------|
| Initial Assessment:              |     |  | Wilmington Preparatory Academy had procedures as it relates to the transition of middle school students to high school. However, there are no transition plans in place for transition to elementary, and from elementary to middle school.  | Limited Development<br>03/29/2022 |               |             |
|                                  |     |  | Priority Score: 2                      Opportunity Score: 3                      Index Score: 6  |                                   |               |             |
| How it will look when fully met: |     |  | Wilmington Preparatory Academy will develop and implement Kindergarten and Elementary transition plans that will facilitate and support student transitions across grades and levels of schooling. The Academy will revise and improve existing procedures relating to high school transition. | Objective Met<br>03/29/22         | Kevin Johnson | 01/02/2019  |
| Actions                          |     |  |  |                                   |               |             |
| 3/29/22                          |     | Create Kindergarten and Elementary transition plans. |  | Complete 04/23/2018               | Kevin Johnson | 01/02/2019  |
| Notes:                           |     |  |  |                                   |               |             |
| 3/29/22                          |     | Revise existing high school transition procedures.   |  | Complete 01/02/2019               | Kevin Johnson | 08/27/2019  |
| Notes:                           |     |  |  |                                   |               |             |
| Implementation:                  |     |  |  | 03/29/2022                        |               |             |
| Evidence                         |     | 3/29/2022  |  |                                   |               |             |
| Experience                       |     | 3/29/2022  |  |                                   |               |             |
| Sustainability                   |     | 3/29/2022  |  |                                   |               |             |

| Core Function:                   |         |  | Dimension B - Leadership Capacity  |                                   |               |             |
|----------------------------------|---------|--|--|-----------------------------------|---------------|-------------|
| Effective Practice:              |         |  | Strategic planning, mission, and vision  |                                   |               |             |
|                                  | KEY     | B1.01  | The LEA has an LEA Support & Improvement Team.(5135)   | Implementation Status             | Assigned To   | Target Date |
| Initial Assessment:              |         |  | Wilmington Preparatory Academy has a Strategic Planning Committee as well as a school improvement team, however both teams need to meet on a scheduled basis.  | Limited Development<br>03/30/2022 |               |             |
|                                  |         |  | Priority Score: 3                      Opportunity Score: 3                      Index Score: 9  |                                   |               |             |
| How it will look when fully met: |         |  | Wilmington Preparatory Academy strategic and school improvement teams will meet on a scheduled basis to plan and create conditions that will improve the collective capacity of the school; ensuring that all students acquire the knowledge, skills and dispositions essential to their success. The teams will monitor achievement, the school climate and all available data to assure that the school environment is producing results consistent with the school's goals. | Objective Met<br>03/30/22         | Kevin Johnson | 07/23/2018  |
| Actions                          |         |  |  |                                   |               |             |
|                                  | 3/30/22 | The Academy will create a set schedule for all Strategic and School Improvement meetings.  |  | Complete 12/14/2018               | Kevin Johnson | 01/02/2019  |
| Notes:                           |         |  |  |                                   |               |             |
| Implementation:                  |         |  |  | 03/30/2022                        |               |             |
| Evidence                         |         | 3/30/2022<br>Beginning January 2019, the school improvement and strategic teams will meet according to our set schedule  |  |                                   |               |             |
| Experience                       |         | 3/30/2022<br>We were faced with the challenge of meeting on a regular basis, due primarily to schedule conflicts, as well as other school duties and responsibilities. However, we were able to come up with a time and date that works for everyone on a bi-weekly basis. |  |                                   |               |             |
| Sustainability                   |         | 3/30/2022<br>3To adhere to our planned schedule.   |  |                                   |               |             |

| 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> |     |       | At Wilmington Preparatory Academy, the school principal monitors curriculum and classroom instruction by conducting formal teacher evaluations via North Carolina Educator Effectiveness System (NCEES), and providing feedback within ten days of the observation, Additionally, the principal also conducts formal and informal walk-through and provide teachers with constructive feedback. On a weekly basis, lesson plans are submitted to the principal. | Full Implementation<br>03/30/2022 |             |             |

| 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>              |         |       | The Academy looks at available school performance data, and use it in the decision making process. However, this needs to occur on a more frequent basis throughout the school year.   | Limited Development<br>04/04/2017 |                 |             |
|   |         |       | Priority Score: 3                      Opportunity Score: 3                      Index Score: 9  |                                   |                 |             |
| <i>How it will look when fully met:</i> |         |       | The leadership team will meet on a regular basis to disaggregate all available data; and use that data to drive the school improvement decision making process, as well as to determine and plan appropriate professional development.The team will ensure that data from all three levels are considered: the school level, the classroom level, and the student level. | Objective Met<br>11/03/21         | Ashley Castillo | 06/30/2021  |
| <i>Actions</i>                          |         |       |  |                                   |                 |             |
|   | 4/23/18 |       | Survey teachers for professional development needs.  | Complete 04/22/2018               | Ashley Castillo | 06/30/2018  |
| <i>Notes:</i>                           |         |       |  |                                   |                 |             |
|   | 4/23/18 |       | Disaggregate school performance data at leadership and PLC meetings.   | Complete 06/30/2021               | Ashley Castillo | 06/30/2021  |

Notes:

| Notes:                |   |            |  |  |
|-----------------------|---|------------|--|--|
| Implementation:       |   | 11/03/2021 |  |  |
| <b>Evidence</b>       | 11/3/2021<br>Notes from PLC/Data Team meetings.   |            |  |  |
| <b>Experience</b>     | 11/3/2021<br>All NC Check Ins benchmark results and EOG results were disaggregated at PLC meetings. |            |  |  |
| <b>Sustainability</b> | 11/3/2021<br>Our data team will continue to meet and disaggregate all available data.               |            |  |  |



| 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:              |     |  | Wilmington Preparatory Academy is using North Carolina Educator Evaluation System (NCEES), along with a local Teacher Walk-through tool to conduct staff evaluations and observations. We currently have an established system for recruiting and replacing staff. However, improvement is needed in the area of rewarding teachers. | Limited Development<br>04/04/2017 |             |             |
| How it will look when fully met: |     |  | Wilmington Preparatory Academy will continue to utilize NCEES to conduct teacher evaluations-ensuring that evaluations are link to each teacher individual professional plan, and that evaluators are providing timely, clear, and constructive feedback. Teachers will be recognized and rewarded throughout the school year.       |                                   | Mary Rusher | 06/30/2022  |
| Actions                          |     |  |  | 1 of 2 (50%)                      |             |             |
| 4/25/18                          |     | Wilmington Preparatory Academy will offer EOG teacher bonus.                       |  | Complete 04/30/2018               | Mary Rusher | 06/30/2018  |
| Notes:                           |     |  |  |                                   |             |             |
| 4/25/18                          |     | Emphasize teacher appreciation week, and offer incentives for Teacher of the Year. |  |                                   | Mary Rusher | 06/30/2022  |
| Notes:                           |     |  |  |                                   |             |             |

| Core Function:                   |     |  | Dimension E - Families and Community   |                                   |                  |             |
|----------------------------------|-----|--|--|-----------------------------------|------------------|-------------|
| Effective Practice:              |     |  | Family Engagement  |                                   |                  |             |
|                                  | KEY | E1.06  | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)   | Implementation Status             | Assigned To      | Target Date |
| Initial Assessment:              |     |  | Wilmington Preparatory Academy regularly communicates with parents/guardians via automated phone messages, Class Dojo, communication folders, and parent/teacher conferences which are held quarterly. Parents are also invited to join and attend WPA Booster Club. Curriculum Night is held annually, while lower grades send home newsletter on a weekly basis. | Limited Development<br>03/30/2022 |                  |             |
| How it will look when fully met: |     |  | Wilmington Preparatory Academy will regularly communicate with parents/guardians about its expectations of them. We will develop and maintain an effective parent engagement, that is comprehensive in nature-wherein the academy consistently interface with parents about the curriculum directly, personally. and otherwise.                                    |                                   | Valerie Galloway | 06/30/2022  |
| Actions                          |     |  |  | 1 of 2 (50%)                      |                  |             |
| 3/30/22                          |     | Share curriculum tips and strategies with parents/guardians via bi-annual curriculum nights. |  | Complete 11/15/2018               | Valerie Galloway | 04/30/2018  |
| Notes:                           |     |  |  |                                   |                  |             |
| 3/30/22                          |     | Send home school-wide monthly parent newsletter.   |  |                                   | Valerie Galloway | 06/30/2022  |
| Notes:                           |     |  |  |                                   |                  |             |