

Comprehensive Progress Report

Mission:

To empower our students by providing a nurturing educational environment which fosters real-world critical analysis, promotes positive social involvement, and enables students to reach their maximum potential as contributing members of our global community.

“local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year.”

Vision:

We are invested. We are engaged learners. We are respectful and scholarly. We are effective communicators. We are family.

Goals:

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 1.8% in SY2021-22 to 14.9% in SY2022-23 and 28.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 42% on the Fall 2021 Panorama Screener (in Grades 6-12) to 47.1% in SY2022-23 and 52.0% in SY2023-24.

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 11.5% in SY2021-22 to 6.5% in SY2022-23 and 1.5% in SY2023-24.



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>		All PLCs are engaged in the process of creating standards-aligned units of instruction at the close of every year. This year, PLCs have been given feedback and professionally developed on cohesion, alignment, and rigor and have upgraded their unit plans and daily lesson experiences according to the IB and state standards.	Limited Development 08/30/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		This goal, regardless of implementation progress, will continue to be a work in progress as our lessons, the community, and current/relevant experiences change from year to year.		Toni Perry	06/15/2024
<i>Actions</i>			0 of 4 (0%)		
	8/17/22	PLC's and content facilitators analyze, revise, and update IB Unit Plans based on district curriculum in all content areas.		Toni Perry	02/01/2023
		<i>Notes:</i>			
	8/17/22	Professional Learning Communities meet twice a week with content facilitators: weekly data meetings and planning sessions.		Toni Perry	02/01/2023
		<i>Notes:</i>			
	8/17/22	Instructional Leadership Teams conducts weekly walkthroughs and coaching sessions with learning teams. Data is collected on a walkthrough document , discussed in weekly ILT meetings and bite size feedback is shared with teachers to support instructional practices.		Toni Perry	02/01/2023
		<i>Notes:</i>			
	8/17/22	Academic Enrichment addresses learning gaps and opportunities for enrichment and extension. Data is collected weekly to progress monitor and inform instructional practices (Mastery Connect, Map, Access and interim assessments).		Toni Perry	02/01/2023
		<i>Notes:</i>			
<i>Implementation:</i>			06/13/2022		
<i>Evidence</i>		9/7/2021			
<i>Experience</i>		9/7/2021			

Sustainability		9/7/2021				
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>			We have implemented the MTSS process for academics and behavior. Our schedule provides a space for intervention based on student performance data. We have assigned specific students to ELA or Math teachers for extended minutes during the day. An MTSS facilitator and two interventionists were hired to support Multi-Tiered students. Extended Day tutoring is also utilized to support students who are not successfully meeting the goals of each content. EC and EL services are provided in the least restrictive environment through resource and inclusion settings.	Limited Development 08/30/2020		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			When this goal is brought to fruition, we will employ small group instruction with automaticity. We will regularly review student work and provide timely feedback. We will create time within the class period to address misconceptions through small group instruction and will understand the difference between small group, data-driven instruction and whole group instruction.		Toni Perry	05/28/2022
Actions				0 of 2 (0%)		
	8/17/22	iReady, Dream Box and Orton-Gillingham training will be used to support Multi-Tiered interventions.			Toni Perry	02/01/2023
<i>Notes:</i>						
	8/17/22	Monthly MTSS meetings and communication with staff about services and results with students based on our model/program implementation.			Andrea Fort	02/01/2023

Notes:

Implementation:		06/13/2022		
Evidence	6/13/2022			
Experience	6/13/2022			
Sustainability	6/13/2022			

	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:	We utilize time during Social Emotional Learning Advisory to teach self-management skills, which is an Approach to Learning through the IB. We provide lessons to teachers which address empathy, kindness, anti-bullying, exclusion, respect, self efficacy, growth mindset, sense of belonging, etc. Restorative practices are also employed to support social emotional learning. Our counselors conduct guidance lessons in classes and they provide recognition/events related to belonging throughout the school.	Limited Development 08/30/2020				Priority Score: 3 Opportunity Score: 3 Index Score: 9
How it will look when fully met:	When this objective is fully met, students will manage themselves responsibly and staff will have the strategies necessary to redirect without incident.	06/13/22	Toni Perry	05/28/2024	Actions	
	<i>Notes:</i>				Implementation:	06/13/2022
Evidence	6/13/2022 SEL Lessons and monitoring of program throughout the school year. Discussions with students to determine what they have learned in the process.				Experience	6/13/2022
Sustainability	6/13/2022					

	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>	<p>January 2022: We collaborate with the elementary and high schools to ensure a smooth transition between elementary, middle, and high school.</p> <p>February 2022: Meetings with Butler, Rocky River, Independence and East Mecklenburg are happening at the 8th grade level. Registration, Sports, Band, ROTC, and other extra activities discussed</p> <p>March 2022: Begin communication with elementary school feeders as to what to expect in middle school and registration.</p>	Limited Development 08/30/2020				
	Priority Score: 2	Opportunity Score: 3	Index Score: 6			
<i>How it will look when fully met:</i>	Transitions will be smooth between elementary, middle, and high school.	06/13/22	Toni Perry	05/28/2022		
Actions						
<i>Notes:</i>						
Implementation:						
<i>Evidence</i>	11/16/2020 Elementary visits and High school visits happened as well as a step up day for 6th and 7th grade students.	06/13/2022				
<i>Experience</i>	11/16/2020					
<i>Sustainability</i>	11/16/2020					

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>		<p>January 2022: Currently, we utilize learning teams to distribute support and feedback. Each ILT member provides instructional support and targeted feedback to their team/PLC. ILT members belong to the principal's learning team. Classroom visits are conducted weekly and written or face-to-face feedback is provided. ILT members calibrate with the principal on learning walks, planning and conducting data meetings, and face-to-face feedback.</p> <p>March 2022: Staff Learning Walks were conducted on 3-17-2022 and feedback discussion took place in PLC's.</p>	Limited Development 08/30/2020		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met, we will see greater impact on student learning.	06/13/22	Toni Perry	05/28/2024
Actions					
<i>Notes:</i>					
<i>Implementation:</i>			06/13/2022		
<i>Evidence</i>		6/13/2022			
<i>Experience</i>		6/13/2022 Observations and classroom visits continued throughout the school year and individual feedback was necessary for teachers.			
<i>Sustainability</i>		6/13/2022 This process will need to continue for the new year getting back into the flow after the Covid 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>		<p>Currently, we are building better systems for engaging parents. We have traditionally held multiple parent events and provided translating services for parents. Right now, we are holding quarterly Parent Town Hall Meetings, monthly PTO meetings, and monthly SLT meetings. We are getting positive feedback from parents and input/feedback has already been employed.</p> <p>March 2022 Notes: CHIPOTLE NIGHT went well raised money for PTO.</p>	Limited Development 08/30/2020		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met, we will regularly implement feedback from parents to improve our overall school program.	06/13/22	Kimberly Hazel	05/28/2024
Actions					
<i>Notes:</i>					
<i>Implementation:</i>			06/13/2022		
<i>Evidence</i>		6/13/2022 ALL actions have been met.			
<i>Experience</i>		6/13/2022			
<i>Sustainability</i>		6/13/2022			