

Comprehensive Progress Report

Mission:

Nurturing students' interests to build, enhance, and sustain 21st century skills while preparing students for a college or career path.

Vision:

Our responsibility is to provide students with a strong foundation in literacy and math, implement differentiated learning across all disciplines, and enhance 21st century skills to prepare students for a global society. The students will gain skills to become effective communicators, collaborators, critical thinkers, and creators through a STEM focus.

Goals:

Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04, A4.01)

To provide a duty-free lunch period for every teach on a daily basis. (E1.06, A4.06)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06, B3.03)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.9% in SY2021-22 to 34.0% in SY2022-23 and 50.0 % in SY2023-24.

TBD- 5th Grade Goal



! = 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
<i>Initial Assessment:</i>		<p>Last year PLCs worked to look at student work samples and data on a weekly basis to inform differentiated core and small group instruction. PLCs are at different levels when it comes to analyzing data to differentiate core instruction. As we move forward into the 2022 school year, we have developed a new PLC meeting structure, where teams will meet as a PLC weekly for 50 minutes. Additionally this year, PLCs will meet for 3 hours, 6 times per year at predetermined intervals based on their testing calendars, to do deep data analysis and long range planning. We also developed a new PLC Action Plan format to guide both weekly and monthly planning and data reflection. as well as collaborate on daily discretionary teaching moves and strategies.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<p>Collaborative Planning with modeling of specific strategies tailored to meet the needs of all students. Support Staff including EC, ESL and TD teachers at the planning table with Gen Ed teachers, discussing upcoming core instruction and providing scaffolds as needed to support EC and EL students in accessing grade level standards, as well as enriching depth of content and rigor for TD students. Both support staff and instructional leaders support teachers in differentiating their core instruction in both literacy and math. PLCs utilize a Backwards Design framework, identifying standards to be addressed and creating common assessments that align with those standards, and then working backwards to plan individual lessons based on the needs of students. PLCs collaborate on best teaching practices and strategies for different demographics and academic levels, and engage in discussions about how to scaffold for students needing support to reach grade level standards and tasks. PLCs confer and agree upon what mastery looks like for all students and a culture of asking questions and continuous improvement. Teachers have confidence in implementing the Curriculum programs adopted by the district, and they feel empowered with practices and scaffolds for students needing additional support.</p>		Julie McKinney	06/15/2024
<i>Actions</i>					

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
<i>Initial Assessment:</i>		Our MTSS process is well defined and teachers understand the process and requirements for referring students to supplemental and/or intensive level of interventions. Teachers have participated in intervention training, such as Orton-Gillingham, Dreambox, and EL Skills Block for small groups. In the past, we have not had concerns within Tier 1 ("core") instruction, or a need for interventions within our "Core" instruction, based on our MAP data, however the impact of the pandemic has created academic deficits among many students and therefore we will likely need to make adjustments to Core instruction by adding scaffolds and on-ramps to support student in accessing grade level instruction. We will use Extended Day school funds for HEART math tutoring, which uses Kathy Richardson materials, which is an approved CMS math intervention for grades K-2 for Tier 3 (intensive) plans.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Each teacher faithfully implements their teaching practice with fidelity, knowing which strategies and materials to use. Students are accurately identified for supplemental (Tier 2) and intensive (Tier 3) instructional interventions. Collaboration between general ed (classroom) teachers and support staff teachers occurs at a regular cadence and is data driven. Teachers have conversations around data based academic supports for small groups of students, as well as around differentiated supports within Core instruction. Focus is on quality of instruction where teachers accelerate grade level teaching and learning, rather than focusing on remediating learner deficits. Teachers utilize a variety of whole group and small group instructional strategies, varying the levels of intensity.		Carrie Alexander	06/15/2024
<i>Actions</i>					

Notes: