

## Comprehensive Progress Report

**Mission:**

We are a diverse team committed to excellence. We believe that through rigorous academics and collaboration every student will achieve. We hope to cultivate perseverance, integrity and dedication in all students.

**Vision:**

Inspire a strong school culture through a focus on meeting the social emotional needs of students and staff members in order to significantly improve student academic achievement.

**Goals:**

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

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 AND -301.1, with the goal of providing 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 (A2.04)

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

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level 4 or 5 on the English Language Arts (ELA) EOG will increase from 4.9% in SY2021-22 to 27.5% in SY2022-23 and 50% in SY2023-24. (A2.04, B3.03)

The percent of students reporting a positive self-perception of their self-efficacy, will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23 and 68% in SY2023-24.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 17% in SY2021-22 to 12% in SY2022-23 and 7% in SY2023-24.

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 Black and Hispanic 5th grade students combined who score at the College and Career Ready (CCR) level 4 or 5 in English Language Arts (ELA) will increase from 6.5% in SY2021-22 to 20% in SY2022-23 and 30% in SY2023-24.

The percent of Black and Hispanic 5th grade students combined who score at the College and Career Ready (CCR) level 4 or 5 in Science will increase from 12% in October 2021 to 35%, by October 2024.



! = 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>		Currently teachers at Hickory Grove work in Professional Learning Communities to increase their effectiveness in meeting the needs of students through the use of data. A variety of data sources are considered including: Dibels, EOG results, common assessments, and MAP. Teachers analyze data in weekly planning meetings, quarterly 1:1 meetings with administrators, and quarterly data planning. In addition, data is utilized during the Literacy Skills Block, where teachers provide interventions for students who have yet to master particular standards. In terms of math and the new Envisions curriculum, a large focus is placed on unpacking the standards and implementing the Envisions program along with other math resources through whole and small group instruction.	Limited Development 10/05/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		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 4.9% in SY2021-22 to 27.5% in SY2022-23 and 50% in SY2023-24. (A2.04, B3.03)		<b>Matthew Bower DOE 8.15.22</b>	<b>06/15/2023</b>
<i>Actions</i>			<b>0 of 4 (0%)</b>		
	10/6/16	Professional development to consist of MTSS, SST, the TSI Team and ILT. -MTSS will focus student interventions -SST will focus on PBIS -TSI will focus on the support necessary to fully support our EC subgroups -ILT will focus on unpacking and planning for upcoming literacy modules		Mary Bondi DOE 8.15.22	10/28/2022
<i>Notes:</i>					

9/8/21	Use assessment data from DIBELS, BOG, learn checks, exit tickets, ACCESS scores and additional assignments to identify areas of need for each student.		Mary Bondi DOE 8.15.22	10/28/2022
<i>Notes:</i>				
9/29/21	Based on data, develop a recurring schedule where students are pulled weekly to work on their academic gaps.		Mary Bondi DOE 8.15.22	10/28/2022
<i>Notes:</i>				
12/9/21	Set up peer observations for teachers to observe colleagues (exemplar classrooms)		Jaukeela Jarrott	10/28/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	9/27/2019 - as of today, all teachers have the necessary materials to implement module 1 expectations. 5/28/21 As materials continued to arrive in parts or later than expected, we were able to get teachers what they needed. 6/10/22 - Walkthroughs and formal observations were made to ensure grade level material was being presented to all students.			
<b>Experience</b>	9/27/2019 - although materials were received on varying dates, we received enough materials to support our students and teachers; we had to make copies of some consumables. 5/28/21 As materials continued to arrive in parts or later than expected, we were able to get teachers what they needed. 6/10/22 - In requesting district support and ongoing PD, we were able to build capacity in teachers enough to feel comfortable with presenting grade level instruction to below grade level students. PD and ongoing support was providing to ensure differentiated instruction was provided in small groups.			
<b>Sustainability</b>	9/27/2019 - it will be necessary to follow up with the district to ensure all orders have been received and are being processed. 5/28/21 - it will be necessary to follow up with the district to ensure all orders have been received and are being processed. 6/10/22 - Continued PD and district support will be necessary to maintain the momentum with our differentiated small group instruction.			

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>		100% of instructional staff has access to the necessary curriculum materials to implement the literacy module 1 with fidelity. Teachers will engage in PD that outlines expectations and best practices relative to the Literacy Skills Block where students receive interventions to focus on and close instructional gaps. The MTSS committee has met and created a powerpoint to present to staff during the October staff meeting to share and outline the MTSS process. The TSI Team will meet monthly to discuss and plan monthly PD and rollout; TSI team members are receiving outside training and all staff will be charged with completing online IRIS modules.	Limited Development 09/27/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will be able to provide high rigor/grade level lessons to all students according to their needs. Students will engage in varying stations throughout the week to address and close instructional gaps. Students will demonstrate mastery/growth on each standard.  Increase the percentage of proficient students; continue all practices from the 19-20 school year and increase teacher independence with intervention selection and plan development using the ECATs platform.		Krystle Coles DOE 4/01/21	06/05/2023
<i>Actions</i>			0 of 2 (0%)		
	9/8/21	Provide differentiated instruction for small groups during the Skills Block, one-on-one conferencing, push-in and pull-out supports, evaluating the progress of subgroups (EC, LEP) to determine the effectiveness of core and intervention programs and refine the core and intervention programs based on the various needs of subgroups		Natasha McBryde DOE 4/01/21	05/27/2023
		<i>Notes:</i> This was not completed and is an ongoing focus. We will prioritize strengthening small group instruction to ensure differentiation is happening and students have multiple opportunities to experience success.			

	9/8/21	Professional development to consist of MTSS, SST, the TSI Team and ILT. -MTSS will focus student interventions -SST will focus on PBIS -TSI will focus on the support necessary to fully support our EC subgroups -ILT will focus on unpacking and planning for upcoming literacy modules		Towanda Hammond DOE 4/01/21	06/05/2023
		<i>Notes:</i> This was not completed and is an ongoing focus. We will prioritize strengthening our MTSS process as we begin the upcoming school year. While we did experience some growth in select subgroups, SWD remains a concern.			
<b>Implementation:</b>			05/28/2021		
	<b>Evidence</b>	5/28/2021 - Teachers met weekly to review and discuss student data. Agendas are housed in each team's google folder.			
	<b>Experience</b>	5/28/2021 - the pandemic school year had it's challenges, but Coaches and teachers continued to work hard and used data to drive their instruction. As we noticed poor EOG scores, we attribute this to the extreme circumstances of the pandemic... not our students' capabilities.			
	<b>Sustainability</b>	5/28/2021 - Next year will be more of a normal school year whereby students and teachers will see the school year and outlook on assessments differently. This will positively impact our outcomes.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Considering our focus on SEL we created a master schedule that allows for all teachers to assess students' emotional well-being in the morning and to reassess students in the afternoon. Teachers utilize an SEL curriculum to frame their conversations/supports. In the future, the SST Team will facilitate Restorative Justice training for all staff in an effort to better equipped them with the necessary tools to address student concerns, mediate conversations, and to de-escalate incidents. Lastly Admin will periodically embed RULER techniques to assess and address the social/emotional state of staff members.	Limited Development 09/27/2019		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Insight Survey data will reflect a staff that is happy and considers HGES as a good place to work. Likewise, students will describe HGES as a safe place where they experience joy. And, identified students will have documented supports that are utilized on a consistent basis.</p> <p>Staff will consistently and persistently communicate with HG families to ensure enrollment (a positive two-way communication).</p> <p>Staff will actively monitor attendance to track engagement and determine student needs.</p> <p>Staff will receive professional development and guidance re: SEL lessons and delivery. Staff will facilitate daily meetings to support the social and emotional targets and goals.</p> <p>Staff will utilize the Student Support Services Canvas page for resources and referring students for support.</p> <p>Staff will administer Panorama screener, utilize data, and create targeted small groups at the teacher and counselor level to meet the needs of all students.</p>		<b>Emma Braisted DOE 4/01/21</b>	<b>06/05/2023</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/8/21	All classroom teachers will facilitate SEL lessons in the morning and afternoon to address and support the emotional state of students. Classroom teachers will work to successfully help students to manage their emotions.		Emma Braisted DOE 4/01/21	05/27/2023

<i>Notes:</i> This will remain a focus in the upcoming school year.				
9/8/21	Attend/Observe and provide feedback for teachers facilitating SEL instruction.		Emma Braisted DOE 4/01/21	05/27/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
12/9/21	Teachers will provide specific referral forms to Student Services to arrange for needed supports and interventions based on students' needs.		Emma Braisted DOE 4/01/21	05/30/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
12/9/21	Teachers meet 1:1 with an SST member to discuss students' Panorama data to proactively devise intervention plans regarding student behavior and emotional needs.		Emma Braisted DOE 4/01/21	05/30/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
12/9/21	Teachers are provided Tier 1 behavior interventions/supports in an effort to respond to student behavior in the best way considering their needs.		Emma Braisted DOE 4/01/21	05/30/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
<b>Implementation:</b>		09/08/2021		
<b>Evidence</b>	5/28/2021 - Lessons and circles have been observed and documented in informal and formal observations.			
<b>Experience</b>	5/28/2021 - SST and teachers worked to ensure SEL time was provided each morning. Lessons were shared and executed.			
<b>Sustainability</b>	5/28/2021 - Driving home the importance of SEL will be necessary to sustain our efforts.			

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>Currently the Principal and Admin. Team is working to monitor the following to address and/or align with B3.03:</p> <p>Grading Practices: School-wide &amp; at each grade band (K-2 / 3-5)</p> <p>Mastery Learning: Giving student to opportunity to re-test to show mastery</p> <p>Chronic Absenteeism: Ensuring students are participating in learning in any environment</p>	Limited Development 09/27/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>Grading Practices: Consistency re: grading practices will be demonstrated/observed school-wide &amp; at each grade band (K-2 / 3-5). Standard rubrics will be provided and used to grade student work.</p> <p>Mastery Learning: All teachers will provide students the opportunity to re-test to show mastery. Students will be provided choices to demonstrate mastery.</p> <p>Chronic Absenteeism: Student attendance will increase by 20%; ensuring students are participating in learning in any environment</p>		Matthew Bower DOE 8.15.22	05/27/2023
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	12/9/21	We continue to communicate non-negotiables regarding alignment to the curriculum to ensure teachers include and adhere to the key components; Administrators and Instructional Coaches conduct frequent walk-throughs and provide feedback to encourage alignment.		Matthew Bower DOE 4/01/21	05/13/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.					

9/8/21	Chronic Absenteeism Action 1: Weekly PLC Checkin (grade level & PLC) - monitor attendance and support teachers with getting in touch with families Action 2: Attendance Initiative - Celebrating & rewarding students for attending school Action 3: School Social Worker/Family School Advocate provides biweekly updates on attendance documented in Powerschool		Matthew Bower DOE 4/01/21	05/27/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
9/8/21	Grading Practices Action 1: Coaches met with PLC's to discuss what would be graded and make sure there was equity across each grade level (rubric for scoring). (focus on 3rd-5th) Action 2: Providing opportunities for re-testing in remote, in-person and hybrid learning environments		Krystle Coles DOE 4/01/21	05/27/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
9/8/21	Mastery Learning Action 1: Creating multiple forms of assessment to determine student mastery of content Action 2: Creating additional assessments (informal check-in's) to better gauge students progress/needs		Krystle Coles DOE 4/01/21	05/27/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
12/9/21	Administrators are meeting weekly with coaches as opposed to bi-weekly. This is increasing accountability and allowing more opportunities for feedback and direction.		Matthew Bower DOE 4/01/21	06/05/2023
<i>Notes:</i> This will remain a focus in the upcoming school year.				
<b>Implementation:</b>		09/08/2021		
<b>Evidence</b>	9/8/2021			
<b>Experience</b>	9/8/2021			
<b>Sustainability</b>	9/8/2021			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
<b>Effective Practice:</b>	<b>Family Engagement</b>

	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>Parental support is an important part of our school. We maintain open communication with parents through regular Connect Ed messages, conferences and events. Due to the high population of Spanish-speaking families at Hickory Grove, we have a full time bilingual secretary who recently accepted the position as a our full-time interpreter. This person ensures that all of our communication with families is provided in English and Spanish. Parents are encouraged to join our Parent Teacher Organization and School Leadership Team. Through these organizations they provide input on school improvement initiatives, help plan events, raise money for the school, volunteer and engage with the school community as a whole. In addition, school committees plan several other events throughout the year to increase parental involvement. In 2020-21, (should CDC/CMS lift current restrictions/guidelines related to the pandemic) the following events will be scheduled to encourage parental involvement: Campus Beautification Day, Curriculum Night, Muffins for Moms, Donuts for Dads, etc. These events are designed to get families into the school to learn about how they can best support the academic and social development of their children. We have a full-time family advocate who serves as a liaison between families and the school. They form and maintain partnerships with area organizations that can provide additional services for our families.</p>	<p>Limited Development 10/05/2016</p>		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>When this objective is fully met, we will be able to show/document increased parent participation for each event. Parents will be readily attend/visit/volunteer on a regular basis to support the needs of the school. We will have a fully functional "parent center" in our building whereby parents can:</p> <ul style="list-style-type: none"> <li>-via the Parent Center, access curriculum resources to support their student</li> <li>-via the Parent Center, use/access the needed technology to support their personal endeavors</li> <li>-meet with staff quarterly to learn varied strategies to support their student at home and at school (these meetings will be facilitated during school hours on the same day of school based PTO events)</li> </ul>			<b>Monica Pitt DOE 8.15.22</b>	<b>05/28/2023</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/27/19	<p>Create and consistently distribute flyers/messages via Class Dojo for the Parent Center to ensure parents are aware and feel welcome to use the space. Alert parents of new items to be added to the space once purchased/donated/received.</p> <p><i>Notes:</i> *The space and materials will be updated/refreshed as needed. *Due to COVID, group session dates are TBD.</p> <p>This will remain a focus in the upcoming school year.</p>			Monica Pitt DOE 4/01/21	05/28/2023
9/27/19	<p>Plan and assist with: Campus Beautification Event - Part 1 scheduled for January 8, 2022 Campus Beautification Event - Part 2 scheduled for April 23, 2022 Curriculum Night (TBD) Muffins w/ Mom (TBD) Donuts w/ Dad (TBD)</p> <p><i>Notes:</i> *Due to COVID some of these project dates are TBD. With the recent changes regarding outdoor activities and mask mandates, we have planned and scheduled our outdoor Campus Beautification events.</p> <p>This will remain a focus/activity in the upcoming school year.</p>			Monica Pitt DOE 4/01/21	05/29/2023
<b>Implementation:</b>			09/29/2021		

<b><i>Evidence</i></b>	9/29/2021 The parent election for SIT was held on 2/3/2021 and the following were selected to serve as parent representatives: Heather Howard, Alejandra Palacios, Yenmi DeLeon, Tomaceeta Hampton, Kierra Rich			
<b><i>Experience</i></b>	9/29/2021 It was very difficult to recruit parents to be involved in the SIT. Overall, the surveyed parents seemed very uninterested in being apart of the School Improvement Team. Some share that they simply didn't have the time. Others indicated that they wouldn't mind being apart/added as long as they weren't obligated to attend all meetings.			
<b><i>Sustainability</i></b>	9/29/2021 Continued work includes: continuing to survey more parents, ensuring parents are aware of the meeting dates and times, encouraging parents to read the notes from each meeting.			