

Comprehensive Progress Report

Mission:

To actively engage students, families, community and staff in a safe, supportive, equitable and a differentiated learning environment that prepares students to be successful, lifelong learners and leaders.

According to the new legislation, "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 2021-22 school year."

To prepare our scholars to be productive, self-motivated and engaged citizens, and to celebrate diversity to achieve our fullest potential and to encourage community involvement.

Vision:**Goals:**

Provide duty-free lunch period for every teacher on a daily basis. Indicator C3.04

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. Indicator- B2.03

Provide a positive school climate, through the implementation of Restorative Practices, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Indicator- A 4.06

By the end of the 2021-22 school year, 45% of kindergarten through second grade students will be reading on or above grade level as measured by their EL Benchmark, CMS Phonics Benchmarks, Unit Assessments, MCLASS, and MAP reading assessment. Indicator A.2.04

Utilize teaching strategies and learning resources to demonstrate growth within subgroups for students with disabilities and English Language Learners, in math and reading. Indicator- A4.01

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 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in Grades 3-5 in September 2021 to 75% in Grades 3-5 in September 2024. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 4.9% in SY2021-22 to 2.9% in SY2022-23 and 0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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
<i>Initial Assessment:</i>		<p>ALL teachers employ effective classroom management and reinforce classroom rules and procedures using the Environmental Checklist for guidance and support. Hornets Nest Elementary has a Restorative Practices Team of staff members who received national training. They presented introductory information for implementation during our return to school professional development. Restorative Practices are implemented each morning as teachers conduct their Morning Meetings. Teachers are expected to have classroom rules and expectations, that were composed and acknowledged by each and every student posted in their classroom. We plan to add the 90 second strategy for a pulse check mid-day. We also have School-wide Character Education Classes (Counselors) for every student. We utilize the continuum Strategies for Behavior (flowchart for minor and major behaviors). Our counselors also focus on the Caring Schools Program that is District Wide. Each classroom teacher utilizes the program and the counselors reinforce key components. We are addressing our Social and Emotional needs through this program. The program creates a culture of kindness, respect and promotes a safe and supportive environment. Caring School Community is a social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enhances behavior and discipline expectations. The program promotes positive behavior through the teaching of responsibility, empathy, and cooperation. A student needs to feel heard, known, and cared for. We want each student to know they matter. Each student is important and can contribute and make a difference. We want to enhance self-worth. Data received from Panorama surveys taken by students is used by our SS PLC to provide individual and small group counseling, as well as and classroom guidance lessons. We also implement Class DOJO (all classrooms) to help us to communicate with families and to keep equity school wide. Our parents and teachers communicate student behavior, announcements, celebrations and messages daily to enhance student involvement, behavior and performance.</p>	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<p>Hornets Nest staff will not only have rules and procedures posted in their classrooms and throughout the building but invest time and energy into teaching and reinforcing appropriate behaviors. Teachers were trained in Restorative Practices and have implemented the program from the first day of school, presenting each morning during their Morning Meetings. Several opportunities are provided for students to revisit and practice following the rules and procedures. Staff will attend periodic professional development trainings focused on classroom management strategies, which provides them with appropriate tools for managing behavior in the classroom and the ability to foster to students' social and emotional needs. Classroom teachers receive behavioral support provided by the administration, the social worker, school counselors, the school EC team, and the school BMT. Elements of Restorative Practices will be evident throughout the school and in classrooms.</p> <p>*Teachers are expected to have classroom rules and expectations posted in the classroom</p> <p>*Restorative Practices are implemented in Morning Meetings and embedded throughout the instructional day *B3 school-wide Implementation will continue as a goal for implementation once restrictions and resources are lifted and installed.</p>		<p>Kelvin Phillips</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/15/22</p>	<p>Create and implement a positive reward system for staff to recognize students and other staff members for accomplishments. Teachers pass the school's "Hornet" in recognition of their colleagues.</p>		<p>Kelvin Phillips</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>Utilize the school counselors and social worker to positively influence students' behavior through social groups, extra-curricular activities (Project C.A.R.E.S., Moms on a Mission, Beta Club, School Safety Club, School Ambassadors, Quarterly Academic Achievement Recognition Ceremony, etc.), character education lessons, Student of the Month recognition and Attendance Celebrations (monthly attendance trackers are submitted by teachers to the school social worker).</p>		<p>Social Worker</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				

8/15/22	Provide classroom teachers and instructional assistants with Tier I and Tier II behavior interventions and strategies, through professional development and one-on-one coaching. Professional development for staff on ways to incorporating Restorative Practices and B3 practices into daily instruction and classroom management strategies		Kelvin Phillips	06/15/2023
<i>Notes:</i>				

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
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Initial Assessment:	Currently, HNES uses NC Standard Course of Study for alignment of instruction for reading, math, science, and social studies. Evidence is in weekly use of Canvas Lesson Plans and through observations and walkthroughs. Evidence is also observable in Canvas, PDs (math, literacy, science, and social studies). The tools used are unpacking documents, pacing guides, curriculum maps, Scope and Sequence documents, and the Envision math curriculum. Teachers post and/or address daily the essential questions, learning targets, and I can statements. The academic facilitator meet and unpack the standards weekly in PLC meetings (math, literacy, science, social studies, and MTSS). HNES reviews and updates the school 90-Day Plan (for unpacking the standards) in SLT meetings held monthly. The areas we have shown growth are in the EL Curriculum and Updated EnVision program.	Limited Development 08/15/2022		
How it will look when fully met:	When fully implemented at 100%, all teachers will use standard aligned units of study across all subjects including Social Studies, Science and Writing for all grades. Building capacity within Professional Learning Communities (PLC) that encourages collaboration and effective team planning. Teachers have already unpacked the standards and rely heavily on PLC meetings to align units, share teaching practices and strategies, and discussing/reviewing exemplars for reteach. Teachers will integrate content across all subject areas and make strong connections between reading and math. Facilitators provide professional development to promote effective teaching practices, but teachers determine the best way of delivering the content to individual students. Instructional assistants and support staff work closely with teachers to assist in increasing student achievement.		DeShay Everett	06/15/2023
Actions		0 of 2 (0%)		
	8/15/22 Use unpacking documents to unpack all common core standards and to ensure essential questions, learning targets, and I Can...statement are directly aligned to the common core standards. Evidence: *Weekly PLC minutes from grade level PLC planning meetings that reflect standard-aligned instruction and activities *Starting with the end in mind with creating assessment *Use of Canvas for weekly lesson plans. *Posted in kindergarten through fifth grade classrooms. *Walkthroughs for evidence of essential questions, learning targets, and I Can statements		DeShay Everett	06/15/2023

Notes:

8/15/22 Kindergarten through fifth grade teachers will use Mastery Connect to determine student mastery based on standards and to track students' progress towards grade level standards. All teachers will continue to analyze common assessment data based on standards, in weekly MTSS PLC meetings. Teachers will use rubrics to determine mastery for open-ended questions in reading and math.

DeShay Everett

06/15/2023

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>		HNES implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. One program is the Extended Day Tutor Intervention Team Program. The Extended Day small groups are pulled out based upon MAP data. Other small group pullouts are administered by the EC department. The EC Teachers also push in to provide differentiated instruction in the classroom via small group and individualized work plans. The MTSS team meets weekly to analyze test data to continue to address the needs of each student.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Use of universal screener to determine students falling below the 25th percentile. Grade level and classroom data is used to determine which grade levels and/or classes need to augment the core verses having a sound core. Lesson plans show evidence of augmenting the core if needed and workshop lesson plans show evidence of differentiation and/or interventions. Teachers attend regularly scheduled PLC meetings to discuss interventions, review data, and regroup students accordingly. Researched based interventions and progress monitoring are used consistently across the school with fidelity and daily instructional time is devoted to reteach and extension. Grade level planning ensures all standards are taught according to district pacing and student readiness. Our school will implement a tiered instructional system in order to meet the academic and behavioral needs for all students. The school counselor and Dean of students are managing and monitoring Tier II and Tier III Behavior Individualized Plans and 504 Plans.		DeShay Everett	06/15/2023
Actions			0 of 2 (0%)		
	8/15/22	Teachers create lesson plans that show evidence of an augmented core.		DeShay Everett	06/15/2023
<i>Notes:</i>					

8/15/22 Skills block plans show evidence of differentiation and/or interventions, in the EL curriculum for literacy.

DeShay Everett

06/15/2023

Notes:

	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
<i>Initial Assessment:</i>			<p>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Currently, the implementation of the Behavior Plus Program is used as a tiered approach in MTSS. The school counselors meet with students in small groups and in one on one sessions utilizing the Caring Schools Program based on student needs. The school counselors develop and implement character education programs with classrooms and meet with them on a regular basis. Classroom teachers conduct "morning meetings" where students are free to express their ideas, thoughts and feelings. Classroom teachers enforce the Caring Schools Program which addresses student tools to manage their emotions and successes in life. Through the use of social stories during small group sessions with the BMT, Dean, social worker, or counselor.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			<p>When fully implemented 100% of Hornets Nest student and staff will understand and adhere to the school-wide behavior matrix. School wide behavior will be implemented based on the 7 Habits which stems from the Leader In Me. Every month the school will select one habit to discuss and learn. We will use school referrals in- and out- of school suspension as evidence of the objective being fully met. Next year, Guidance will be a connect class for K-5th grade students. Students and teachers will receive on-going support from the school counselor to address the social-emotional needs of students. Counselors in classrooms consistently for the first three weeks of school and in January. Counselor will provide Professional Development for all staff to improve and having the ability to address the social emotional needs.</p>		DeShay Everett	06/15/2023
Actions				0 of 2 (0%)		
	8/15/22	Counselor will provide teachers and students with resources to address the social and emotional needs of our students. The counselor will model lessons for teachers in the classroom and then provide additional materials for continuing the lessons within the classroom.			Kelvin Phillips	06/15/2023
<i>Notes:</i>						
	8/15/22	Hornets Nest will implement SEL schoolwide, to address and attend to students' social and emotional needs.			Kelvin Phillips	06/15/2023

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing 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>Our school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level. We implement this by conducting a Pre-K Transition to Kindergarten Meeting for parents. Principal, teachers, and support staff review students' early learning experiences prior to school entry. Teachers use student placement cards to create classes for the next school year. EC teachers ensure a smooth transition from EC to general education and offer support as needed. Annually, a Beginners Night for Kindergarten meeting is held for upcoming K students and families to gain understanding about a "day in the life of a kindergartener." Held twice a school year, HNES hosts a Beginning of the year Curriculum Night and a second semester Parent Literacy and Math Curriculum Night. Students are provided reading materials and math activities/games. Parents are given strategies and tools to help their child be successful in academic areas. The school Counselors provide a Middle School check-in and registration with fifth grade students. Other information discussed at these parent meetings are making the transition for fifth grade IEPs, and EC students. There is also a Parent Transition Night for 4th and 5th grade families to discuss magnet school options, requirements, and deadlines for CMS lottery.</p> <p>Due to EOG Science test in fifth grade, the academic facilitators along with the third to fifth grade teachers aligned the Science curriculum for third through fifth grade based on content that will be assessed in the fifth grade.</p>	Limited Development 08/15/2022		

How it will look when fully met:	When fully implemented 100% of students will be prepared and equipped with the appropriate tools/resources to transition from daycare or home to school in Pre-K, from Pre-k to kindergarten and from primary school to secondary school. Principals, teachers, and support staff have to know about students' early learning experiences prior to school entry. EC teachers ensure a smooth transition from EC to general education and offer support as needed. Vertical alignment with content standards on literacy, math, science, and social studies, in kindergarten through fifth grade. Parents are provided cross-curriculum guidelines to identify scaffolds in students' learning. School counselors will work collaboratively with middle schools (magnet and feeder schools), students, and parents to support transitions to 6th grade.		DeShay Everett	06/15/2023
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Actions	0 of 2 (0%)		
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8/15/22	School-wide vertical planning once each quarter. Teachers can collaborate with other grade levels to strengthen instruction, specifically with math and science. There is a reading and writing Correlation between grades K - 5. Students are color coding focus statements, main idea, details to support the focus, and conclusion. Each grade level adds a component and builds the same structure to enhance reading and writing skills and to demonstrate mastery of the standards that apply. We incorporated a core phonics lesson in grades K-5 to fill gaps to help with spelling patterns, decoding, encoding and reading fluency and comprehension.		DeShay Everett	06/15/2023
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Notes:

8/15/22	Grade level transition meetings for parents and students. Discuss standards, grading policy, and testing for the next grade level.		DeShay Everett	06/15/2023
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Notes:

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

HNES has an LEA Support & Improvement Team. The team meets with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus and Priority schools in this planning year. The meetings included specific requirements identified under the current federal regulations and NC Waiver, utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. 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. Going forward in the 2017-2018 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. The NCStar Coach (J. Wilson) support the process manager as needed and plan to attend several SLT meetings throughout the school year.

Limited Development
08/15/2022

How it will look when fully met:	When fully implemented Title I and IndiStar district leaders will collaborate with CMS Learning Communities and principals to ensure that state and federal requirements are fulfilled. District coordinators for Title I and IndiStar will work collectively with the school's improvement team (SIT) and chairperson to design and monitor school improvement and progress towards school objectives and goals. The Title I and IndiStar coordinators attend district professional development trainings at least 3 times a school, to discuss district, state, and federal compliances that should be monitored at schools and in the learning communities.		DeShay Everett	06/15/2023
Actions		0 of 1 (0%)		
8/15/22	Meet with Title I and IndiStar district and/or state coordinators to effectively create and monitor school improvement and comprehensive planning, using the IndiStar Platform.		DeShay Everett	06/15/2023
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meet regularly (at least twice a month) to review implementation of effective practices. Our instructional assistants meet bi-weekly for PLC meetings to gain information about the assignments, schedule changes, discuss students, and to determine appropriate professional development trainings based on individual needs. Professional Development takes place monthly during staff meetings. Early Release Days and required teacher workdays also provide Teachers with professional development provided by the district. This is conducted by Administration, the Academic Facilitators, and trained teachers. Our areas for growth are to provide sign in sheets at required staff meetings. These meetings include PD meetings led by teacher and Instructional assistant meetings led by the Dean of Students. We will continue to provide additional surveys to determine teacher input, professional development, and district/state presenters for professional development.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			SLT will meet once per month with agendas and minutes being created and stored on the NCStar platform and on the school website. SLT members will be given a calendar of upcoming meeting dates and times. Agendas will be created timely and minutes posted in a timely manner. Lead Teacher meetings are scheduled on the second Thursday of each month and led by the Principal. Agendas and minutes will provide evidence.		DeShay Everett	06/15/2023
Actions				0 of 1 (0%)		
		8/15/22	The leadership will have two weekly administrator meetings with support staff to discuss and share important information with the team. The social worker, counselors, and BMT are also invited to the meetings to give updates around behavior and family awareness.		DeShay Everett	06/15/2023
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		Our school has established a team structure among teachers with specific duties and time for instructional planning. Currently, the teams meet within weekly grade level PLCs. There is a lead teacher per grade level, Special Area (Connect) team and EC Team member that provides necessary information. Grade Level teams meet 2 times per week with additional meeting times, as needed. Teachers have a set planning and/or meeting time every day at the same time for 45 minutes and 90-minutes.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		When fully implemented 100% of Professional Learning Communities (PLC) within the school will have led and planned for instruction. Within each PLC there will be a Lead Professional which will oversee the processes and ensure all PLC members are included in the instructional planning content. The administrative team creates and enforces a weekly schedule for PLC meetings. Teachers will meet as a PLC to plan for literacy, math and data/MTSS. A school-wide data wall is used for tracking students' academic progress and achievement across the grade levels. The data wall will reflect BOY, MOY, and EOY scores. Teachers will have the capability of aligning standard-based curriculum and to monitor the progress of students in grade levels. We will use teacher lesson plans, informal and formal teacher observations, and student data as evidence of the objective being fully met. All team/PLC meetings have agendas and minutes as evidence of the work that is happening.		DeShay Everett	06/15/2023
Actions			0 of 2 (0%)		
	8/15/22	PLC will have half-day planning at least three times a school year. Teachers will use data to plan for the upcoming cycles/units and strategies for re-teaching standards that have not been mastered. Half day Planning Structure: Data Analysis, Student Data, and Re-teach for skills block, ALL block, and small group		DeShay Everett	06/15/2023
<i>Notes:</i>					

8/15/22 PLC will continue the work with unpacking standards. Teachers within each PLC are carry out specific roles and tasks, while effectively collaborating as a team.

DeShay Everett

06/15/2023

Notes:

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>		The principal and Administrative Team monitor curriculum and classroom instruction regularly and provide timely, clear, and constructive feedback to teachers. The Administrative Team completes classroom walk throughs regularly to various classrooms and grade levels. The Administrative Team provides feedback from informal classroom walk throughs. They complete observations as required through the MyTalent Evaluation Tool. They create notes of areas of achievement and growth and provide feedback during the observation. Principal completes pre- and post conferences. The Administrative Team is currently completing a book study on "Get Better, Faster" in order to effective coaching strategies, procedures, and routines for teachers. The team discusses ways to effectively monitor, coach, provide real-time feedback, and best practices for teachers. The Administrative Team monitors lesson plans via the OnCourse Lesson Plan System and provides feedback focused on areas of achievement and areas of growth for each teacher.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		When fully implemented the Principal will provide on-going support during PLC curriculum planning, coupled with classroom walk-thrus and provide timely constructive feedback. Administration will support and guide teachers through curriculum planning through on-going professional development and one-on-one coaching at least 3 times a school year, allowing the principal to get into classrooms to observe teachers on regular basis. Principal attends all PLC meetings and provides instructional feedback to teachers and facilitators. Feedback is provided in writing through walkthrough forms, emails, and notes, and through coaching or one-on-one sessions with the principal. Feedback is also provided during formal observations and is documented in MyTalent. We will use completed walk-thru forms, informal observations and communication journals (communication between administration and staff members) as evidence of the objective being fully met.		DeShay Everett	06/15/2023
Actions			0 of 2 (0%)		
	8/15/22	Administration team will support the principal by focusing on behavior, curriculum planning and coaching for teachers, while the principal follows a schedule to observe teachers		DeShay Everett	06/15/2023

Notes:

8/15/22 Principal will adhere to a predetermined observation schedule and delegating informal observations and walk thrus to other administrators and school leaders.

DeShay Everett

06/15/2023

Notes:

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

Initial Assessment:

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. District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact 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. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied. Our current school perspective is to ensure that teachers meet for Data Days officially each quarter to analyze current student data from standardized tests, MAP Testing, benchmark tests, and classroom data points. We have discussions about sub groups (closing the gap) on a school level through Targeted Support and Improvement (TSI). The Mentor/Mentee meetings occur monthly to discuss observation information and areas of growth and knowledge. Weekly PLC Meetings are used to discuss student data, identify at risk students, and review data and curriculum. The area for growth includes our Leadership Team

Limited Development
08/15/2022

Meetings. We need to discuss more school wide and/or grade level concerns including data, common trends, and curriculum implementation, to discuss during SLT meetings. (2020-2021) We established a data wall to monitor our trends of the standards for ELA and Math.

How it will look when fully met:

When fully implemented Professional Development is based teacher observations and data. Staff understands and uses school-wide and common assessment data during planning and to plan lessons. Schoolwide data wall information should be broken down by grade level, teacher, students, and standards.

DeShay Everett

06/15/2023

Actions

0 of 1 (0%)

8/15/22

8 Embedding MTSS within planning for literacy, math, science and social studies

DeShay Everett

06/15/2023

Notes:

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:

The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff. The method is not yet systemic and it limits the impact on staff retention. For example, some principals receive incentives for leading high-needs schools on an as-needed basis. However this practice is not systematic and it limits impact. In the fall, Title I funds will be used by some schools to recruit and retain staff with 3 or more years of experience in designated areas (ELA, math, science, EC, ELL). The goal is to create the potential to positively improve the quality of staff hired and increase the likelihood of retaining them. In addition, staff in Project LIFT schools receive signing bonuses as well as performance bonuses based on a rubric. Staff who work in a high-needs are offered incentives . Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools. This increases opportunities for schools to hire experienced candidates from

Limited Development
08/15/2022

other schools within the district. The district adopted an initiative entitled "Opportunity Culture" as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district's human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district's strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. CMS implemented retention/recruitment bonuses for the principal position in the three Beacon high schools in an effort to recruit and retain strong leadership. Other Beacon principals received a 10% bonus for taking on the challenge of a turnaround school. Currently, as way to get highly qualified teachers schools use Job posting via CMS website, phone interviews to establish baseline for recruitment, teacher interview team, candidate demonstration required, and candidate opinion considered in grade level placement. Rewards that are often used to acknowledge staff members include bragging on Staff though weekly shout-outs in the Principal's Buzz and staff meetings, staff incentives (jean passes, duty free recess), optimism, unique contributions, praise for going above and beyond, Hugo the Hornet (passed around to highlight staff members, monthly), Mugs and Kisses recognition, perfect attendance raffle for staff (quarterly), and reach for the stars for staff.

How it will look when fully met:

Continue to use established CMS protocols. Attract and recruit highly qualified staff to support the mission and vision for Hornets Nest. Implement an On-boarding process, which provides new staff with expectations and procedures, implemented in the school.

DeShay Everett

06/15/2023

Actions

0 of 1 (0%)

8/15/22

Attend a staff retreat or participate in team building activities

DeShay Everett

06/15/2023

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
<i>Initial Assessment:</i>			<p>HNES 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). Our school currently uses frequent communication with parents via through the use of Connect Ed Messages, Thursday Folders, text messages, phone calls and emails. Teachers use school grade level newsletters, Classroom Dojo (real-time information available to parents), BOY conferences and 2nd round conferences as needed, and Pre-K Make and Takes. School and grade level newsletters with specific strategies and websites to support student learning at home. We use school wide events such as BOY Curriculum Night, Parent Curriculum and Technology Night (Spring), Title 1 Family Nights, Literacy and Math Night (spring), Curriculum Night (fall), and PTA Meetings. The areas of focus are to Increase parent involvement in school wide events and in rebuilding the PTA.</p>	<p>Limited Development 08/15/2022</p>		
<i>How it will look when fully met:</i>			<p>At full implementation, parents receive monthly grade level newsletters that engage parents and offer suggestions on how parents can engage their child at home with their academics. There will be continuous professional development for classroom teachers on how to foster effective classroom-home partnerships and cultural differences training for all staff members. Hornets Nest will offer parent trainings, videos and other postings via Twitter and Facebook on effective practices for parents to engage their child in school work at home. Emphasis upon curriculum and academic communication between school and home. A Parent page on the HNES website devoted to elementary curriculum and ideas for how parents can assist their students at home. Implementation of a school wide Class Communication system for instant communication of curriculum, child behavior and parent ideas on assisting their children at home.</p>		DeShay Everett	06/15/2023
<i>Actions</i>				0 of 3 (0%)		
		8/15/22	<p>Share student login information to NcEdCloud. Through NC Ed Cloud, parents can assist their children in logging into the online curriculum resources that are based upon where their child is currently performing. These sites include Learn Zillion (Literacy, Math, Social Studies and Science).</p>		Jennifer Foskey	06/15/2023

Notes:

8/15/22 Whole school implementation of a classroom communication system such as Class Dojo to share curriculum information for parents and ideas and suggestions for ways parents can better assist their child with the elementary curriculum at home on a regular and consistent basis.

Jennifer Foskey

06/15/2023

Notes:

8/15/22 Use grade level monthly newsletters to consistently share learning targets and curriculum information with parents. Additional information consists of school website address, school-wide events, and contact information for teacher and grade level administrator.

Jennifer Foskey

06/15/2023

Notes: