

Comprehensive Progress Report

Mission: Huntersville Elementary will motivate all students to excel academically and become productive 21st century citizens.

Vision: Huntersville Elementary provides a Higher Educational Standard for all students, challenging each student to achieve their full potential.

Goals:

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 31.6% in SY2021-22 to 40.8% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

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 proving 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)

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)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 62% on the Fall 2021 Panorama Screener (in Grades 3-5) to 67.0% in SY2022-23 and 72.0% in SY2023-24. (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 20.2% in SY2021-22 to 15.2% in SY2022-23 and 10.2% 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:		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>		Each of our PLCs engages in common weekly planning with facilitators. With the move from fidelity to integrity within our curricula, teachers and facilitators spend their time unpacking the standard and the learning targets for each lesson. A deep dive of the curriculum resources and how they support the standards is addressed. Teachers and facilitators consult the unpacking documents and planning guides provided by the district for both literacy and math during planning to guide discussion and alignment.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		During weekly grade level planning, teams will consistently use the backward design to look at all unit assessments (mid and end unit). They will then dig through the lessons to see which lessons address the standard based outcome and how to differentiate for the range of learners in our classroom will take place. Teachers will feel confident in the material they are teaching and the alignment of the assessments to the standards taught. By starting with the end in mind, by referencing the ELIG and Curriculum Planning Guides, teachers will have a solid understanding of the standard(s) being addressed and how their instruction aligns with that standard. Facilitators and Administration will conduct walkthroughs to ensure the instruction planned is what is being delivered to students.		Jennifer Goonan - 09/2018	06/15/2024
Actions			0 of 2 (0%)		
	8/11/22	Grade Level PLC discussion: Teachers will use the internalization guide provided by CMS and the training from district meetings to help PLCs do this work with integrity. Teachers will utilize Mastery Connect for all district-required assessments and will review the data in a timely manner. K-2 teachers will have 1 week to input their scores into the platform from the date the test was given. (Goal 1; Interim Goal 1.1,1.2, Goal 4; 4.1 and 4.2)		Kristen Johnson 8/2021	02/01/2023
<i>Notes:</i>					
	8/11/22	Culturally Responsive Instruction: We will do a staff wide book study on "How to Teach Students Who Don't Look Like You." (Goal 1; Interim Goal 1.1 and 1.2)		Jeff Ruppenthal	02/01/2023

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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 implement a tiered instructional system school-wide. All teachers that engage in core instruction meet to review student data and discuss the next action steps. We utilize our facilitators to support teachers as they move students through the MTSS process. Student data is discussed on grade level PLCs with facilitators on a bi-weekly basis and our MTSS team meets to discuss the progress of the students after each round of interventions to determine the next steps. Facilitators will be trained on Branching Minds this year to help roll out with the staff.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		Based on our FAM-S data, we will be ranked optimizing in all item areas that are currently operational. Facilitators will be adequately trained in the interventions and progress monitoring tools available and will disseminate that knowledge to the teachers. Teachers will know how to run successful interventions using the Standard Treatment Protocol and what to do when students are not successful. Students brought through the MTSS process will show academic growth in their area of need. Teachers will work with the facilitators to create intervention plans and will meet after each round of interventions to discuss the effectiveness and next steps.		Jennifer Goonan - 09/2018	06/15/2024
Actions			0 of 3 (0%)		
	8/11/22	Teachers will create and monitor intervention plans aligned with the Standard Treatment Protocol and input the necessary data into the Branching Minds platform. (Goal 1 and Goal 4)		Jennifer Goonan - 09/2018	02/01/2023
<i>Notes:</i>					
	8/11/22	Data Discussions: Teachers will meet with facilitators weekly to discuss the progress of students' plans and responses to interventions using the Data Decision Rules and meeting protocol. (Goal 1 and Goal 4)		Jennifer Goonan - 09/2018	02/01/2023
<i>Notes:</i>					

	8/11/22	Establish MTSS Leadership Team: Admin and necessary support personnel will meet monthly to assess the state of our MTSS process. We will utilize Branching Minds data and input from the facilitators to identify trends and next steps. (Goal 1 and Goal 4)		Jeff Ruppenthal	02/01/2023	
<i>Notes:</i>						
	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>			We have a dedicated time in our Master Schedule for Morning Meeting where students' social and emotional health are addressed. Ongoing PD for staff allows for new strategies and ideas to be shared. We will be utilizing the Caring Schools curriculum purchased by the district during our 30 minute Morning Meeting block. Our school counselors are joining all grade levels during Morning Meeting to offer feedback and support. Our Special Area team members and our instructional assistants push into classrooms and work with students for a variety of social-emotional needs. Our counselors also offer small group and one on one counseling as needed. Each classroom also receives a quarterly guidance lesson presented by our counselors.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			All classrooms will have student leaders leading Morning Meeting with the teacher as an active participant. We will also continue our partnership with Hough High School's Sources of Strength where student leaders come and provide SEL lessons to all K-5 classrooms quarterly. We are exploring the Elementary Sources of Strength Pilot program. Walkthrough data, Panorama data, and anecdotal notes will show high levels of engagement as well as growth. Quantitatively, we will see a decrease in referrals and reports of bullying. Teachers will continue to use the referral form provided by our counselors to request small group or one on one counseling.		Olivia Meyer 8/2020	06/15/2024
Actions				0 of 2 (0%)		
	8/11/22	Classroom Guidance Lessons: Counselors will conduct quarterly guidance lessons for each grade level to address aspects of SEL. (Interim Guardrail 3.1a, 3.2a, 3.3a)		Olivia Meyer 8/2020	02/01/2023	
<i>Notes:</i>						

8/11/22	Counselors work with Special Area teachers, who have been assigned to specific homerooms, to analyze Panorama data. That data will then be used to create curated lessons specific to that classroom. (Interim Guardrail 3.1a, 3.2a, 3.3a)		Olivia Meyer 8/2020	02/01/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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<i>Initial Assessment:</i>	Our Admin team meets to discuss what has been seen in classrooms and shared during grade level planning. Our facilitators model lessons during grade level plannings and before/after school PD. "Walkthroughs" will begin after the first month of school. The administration will provide meaningful feedback to aid teachers' self-reflection in a timely manner via Google Drive/Qualtrics.	Limited Development 08/11/2022		
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<i>How it will look when fully met:</i>	We will conduct our Admin Teams weekly and will be able to aggregate data for the school. We will have a system in place to offer feedback in a timely manner. We want our teachers to feel comfortable with anyone walking in their classroom and receiving feedback in a constructive manner. Our teachers will confidently teach the curriculum provided (EL and Envisions) while also differentiating for individual student needs. Over 80% of teachers will indicate on the Insight Survey that they have received specific and meaningful feedback in regard to their instruction.		Jeff Ruppenthal	06/15/2024
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Actions		0 of 1 (0%)		
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8/11/22	Classroom Walkthroughs: Walkthroughs of core content, with a focus on Literacy, will happen with the Admin Team weekly. The admin team will debrief and look for evidence of the Core Actions utilizing the district walkthrough platform, Qualtrics. (Goal 1 and Goal 4)		Jeff Ruppenthal	02/01/2023
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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>		We work hand in hand with our Parent Teacher Association (PTA) to bridge the gap between school and home. We send school-wide weekly newsletters and each grade level sends newsletters/emails specific to their class. We have purchased a school-wide communication platform (Parent Square) to ensure streamlined, clear, and consistent communication between all stakeholders.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		With Parent Square, we will have streamlined communication between all stakeholders. Teachers will continue to send out weekly newsletters/emails that include tips or resources for parents. Copies are sent to the administration as well. On the Parent survey, parents will indicate that they feel comfortable in helping their child at home and know what is expected for their grade level. With the implementation of Parent Square, we will reach a level of transparency with our families and thus build a stronger home/school connection. We will utilize Parent Square's translation services to reach families despite the language barrier. We will see more consistent levels of engagement within the platform (above 80%).		Jeff Ruppenthal	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	8/11/22	We will utilize a school-wide communication platform (Parent Square) to ensure streamlined communication between our PTA, families and teachers. All schoolwide Parent Square announcements will be translated by our ESL teachers to help our ESL families. Teachers will post weekly updates via Parent Square. (Goal 1)		Jeff Ruppenthal	02/01/2023
<i>Notes:</i>					

8/11/22 Principal's Corner and Counselor's Corner: Specific newsletters written by Mr. Ruppenthal and our counselors giving updates and how parents can support their children at home.

Grade Level Newsletters: Teachers will continue to send home weekly newsletters/emails discussing the important learning taking place and offering strategies/resources for parents to use at home with their students. All classroom teachers will communicate via ParentSquare as well for important updates and information. (Goal 1)

Diana Hosse

02/01/2023

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