

Comprehensive Progress Report

Mission: Marie G. Davis, a K-8 school, aspires to create active, curious citizens who are passionate about making the world a better place, and serving all of its inhabitants. Through working with our community leaders, international organizations, and government education systems we will design and facilitate learning systems and opportunities that will develop the whole child. These learning systems and opportunities will ultimately help to create a better and more peaceful world through intercultural understanding. 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 21-22 school year.

Vision: Vision Statement: We inquire, we learn, we grow, we lead - MGD the PREMIER IB!

- 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 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7%, SY2022-23 and 50% in SY 2023-24
 - To provide a duty-free lunch period for every teacher on a daily basis.
 - Provide duty-free instructional planning time for every teacher u 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, B2.03, B3.03)
 - Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A1.07, A4.16, B2.01)
 - The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024
 - 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 will increase on the Fall 2021 Panorama Screener from 55% (in Grades 3-5) and 48% (in Grades 6-12) to 68% (in Grades 3-5) and 58% (in Grades 6-12) in September 2023.
 - Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 30.2% in SY2021-22 to 25.2% in SY2022-23 and 20.2% 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>		Teachers with instructional leadership team members will plan twice per week on instructional units with Math, Literacy, and other support personnel. Meeting minutes will be recorded and stored on School-Wide Google Drive for progress monitoring.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		K – 8 teachers will plan daily creating instructional units for Math and Literacy. Teachers in grades 6 – 8 will plan three times per week on instructional units for Math and Literacy with support from content specialist. Meeting minutes will be recorded and placed on Shared Google Drive for progress monitoring.		Marlette Gaither DOE - 9/7/2021	06/15/2024
Actions			0 of 2 (0%)		
	8/16/22	Curriculum implementation		Phillip Johnson DOE 9/07/2021	06/15/2024
<i>Notes:</i>					
	8/16/22	PLC systems and processes		Kirsten Rodgers	06/15/2024
<i>Notes:</i>					

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>		Maria G. Davis has created a schedule for teachers and staff to utilize strategies in order to enhance student growth based on formal and informal assessments. The instructional coaches will monitor and work with teachers on Tier 2 and Tier 3 caseloads. Teachers will be provided ongoing training to enhance their knowledge and skillset with MTSS. EC teachers have created a structure for co-teaching and pullout support for EC students while small group/intervention/enrichment time has been built into each class.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		Teachers working with students at Tier I level, will utilize research-based curriculum and classroom management system with fidelity. Teachers will utilize informal assessments to gauge the effectiveness of instruction, as well as, summative assessments to monitor student progress towards grade level standards. When students are not meeting proficiency, teachers will develop Tier II plans and implement interventions based on the students' identified needs. Students will progress monitor by the teacher on a weekly basis. Students that do not demonstrate adequate growth after consistent implementation of the Tier II interventions will be placed on the agenda at the next MTSS meeting. The team will reconvene to determine whether the student needs a new Tier II plan with additional interventions or if a Tier III plan needs to be created. When a student qualifies for services beyond the general education setting, plans are developed including LEP, 504, or EC depending on the students focused area of concern or needs. The teachers who support these plans work alongside the general education teacher to ensure services, accommodations, and modifications are being provided.		Rebecca Pistone DOE 5/28/22	06/15/2024
Actions					
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>			Currently teachers refer all student emotional needs to the school counselors in the student’s services department. School counselors will then refer the student to the school intervention team where they discuss possible solutions, make referrals and/or develop plans of support with limited teacher follow through. After students are assigned to the student intervention team, plans of support should be created to decrease negative student behavior, increase student attendance, reduce suspensions, and reduce overall discipline referrals. Administrators, and Behavior Management Technicians are made aware of the plan to assist the student with completing a successful plan.	No Development 08/16/2022		
<i>How it will look when fully met:</i>			Chronic Absenteeism percentage will be no more than 10% for the 2023 - 2024 School Year.		Lisa Bowman DOE 9/07/2021	06/15/2024
<i>Actions</i>						
<i>Notes:</i>						

	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>			Currently we have parent orientations for students in our school we offer orientations in the spring and throughout the summer - through these orientations we teach parents about the school and what to expect. For Kindergarten we have a beginner's day in which we invite parents and our new students into the school to discuss what to expect in Kindergarten, we send home weekly newsletters and hold quarterly curriculum nights. Additionally, we have parent student conference in both semesters with parents and teachers. School Counselors meet with students in grades 5 and 8 as they move into the next part of their education.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>			The objective will be fully met during the end of year activities for those transitional years, parent information workshops will be conducted during Quarter 3 and 4 Curriculum night activities. These and other objectives will be met and evidenced by parent meeting agendas/sign in sheets, celebration invitations for parents, photos depicting transition activities and program flyers promoting events happening in the school for the transitional year students		Brian McKnight DOE 9/07/2021	06/15/2024
Actions						
<i>Notes:</i>						

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>		Structures are in place for administrators, and support staff to monitor curriculum planning, and classroom instruction. These structures include but are not limited to attending PLC meetings, reviewing instructional agendas for alignment to standards, conducting walk through, and both formal and informal observations. The Get Better Faster Framework is used as the coaching and professional development model for supporting targeted groups of teachers identified using the observation data from round one evaluations. Administrators and facilitators will use the MGD walk through form to document walk-throughs and feedback from coaching sessions.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		The Instructional Leadership Team (ILT) supports the principal's efforts to improve teacher practice and student learning by focusing on frequent coaching and improvement. ILT helps the principal increase his/her instructional time by using the tools-Time/Task Analysis, Time Tracker, and observation forms. The principal builds relationships with the teachers while coaching them closely. This ensures the principal will closely connected to the work in each classroom. As a result, accountability increases as instructional practices grow stronger. The school is continuing to work on the implementation school-wide coaching, which will help address a detailed understanding of what is happening in every classroom. 100% of the instructional leadership team (principal, 1 - AP's and 3 - instructional coaches will conduct weekly 15-20 minute coaching and feedback sessions for 100% of the instructional staff.		Phillip Johnson DOE 9/07/2021	06/15/2024
Actions					
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>		The relationship between the school and home are one of our top priorities. The school sends home Connect Ed messages via phone as well as parent letters, progress reports, and updates via the school website and PowerSchool. However, we have historically low-parent involvement in the PTSA and in campus events but making changes. We have a team of 2-3 parents who work faithfully and have to cover multiple areas. Our goal is to increase our PTSA membership with the support of parent leaders and have a committee to improve parent and community involvement and relations. One of our focus is to increase the Spanish speaking parents and increase their attendance.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		The school will regularly communicate with families using monthly newsletters, the Connect Ed phone system, and student progress reports and/or report cards. The school will demonstrate communication with parents through programs such as Principal Chats, Meet and Greet Ceremony, Kindergarten Beginners Day, Career Day where parents can come out to meet the staff, receive information about community resources and receive uniforms for their scholars. Other programming such as Open House and Curriculum night provide parents with resource information and tools in the areas of Reading and Math to help their child at home. Professional development on ways to help students regarding expectations of them at school and the importance of the curriculum at home		Ketrina Ray DOE 9/07/2021	06/15/2024
<i>Actions</i>					
Notes:					