

Comprehensive Progress Report

Mission:

At Crown Point Elementary we empower students to become self-directed learners, collaborative thought partners, and strategic decision makers.

Empowering today's learners and tomorrow's leaders.

Vision:

Goals:

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)(A4.06)

The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1 with the goal of providing an average of 5 hours of planning time per week (A2.04)

Provide a positive school climate, under CMS regulations 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 -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 18.6% in SY 2021-22 to 34.3% in SY 2022-23 and 50% in SY 2023-24.

The percent of students reporting a positive self-perception of their self-efficacy will increase from 58% on the Fall 2021 Panorama Screener (in Grades 3-5) to 63% in SY 2022-23 and 68% in SY 2023-24.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 7.4% in SY 2022-23 and SY 2023-24.



! = 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>			While utilizing EL Education and EnVision lessons as a foundation for lessons, PLC members will also utilize unpacking NCSCOS documents to ensure depth and mastery of standard. The Core Actions (ELA: 1B, 2B, 3A; Math: 1B, 2B, 3B, specifically) will be explicitly discussed, along with specific instructional strategies that will be utilized to ensure student engagement and student cognitive lift is maximized.	Limited Development 02/02/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully implemented there will be alignment of rigor and expectations for students' performance across all classrooms.</p> <p>When this objective is fully met all classroom teachers will have solid command of the standards with alignment between the taught, written, and assessed curriculum.</p> <p>When fully implemented all teachers will be equally contributing participants in PLC sessions, who are equipped to design targeted instruction based on their class' needs.</p> <p>To determine when full implementation has been met, the school administrative team will use PLC observations, planning minutes/archived notes, and teachers' lesson plans. Students' performance on exit tickets and Common assessments will also be used as measures.</p> <p>As indicated by PLC agendas, lesson plans, formal and informal observations, the following is true regarding standards-aligned instruction across subject matters and grade levels: standards are consistently unpacked, backwards design is implemented, and formative/summative assessment data is being used to drive instruction. Furthermore, teachers work collaboratively and engage in fruitful discourse around steps to address student misconceptions and the implementation of best practices to support all learners.</p>			Tina Mohrman	06/04/2024
Actions			0 of 3 (0%)		
8/15/22	<p>Discussions and feedback will take place during PLC planning related to best practices for the use of instructional resources. Discussion and feedback will pertain to but not limited to the following: ensuring that rigor is infused within the lesson design, and providing opportunities for student collaboration as they engage with lesson text, skills, and concepts.</p>			Tina Mohrman	06/15/2024
<p><i>Notes:</i> Teachers have been intentional about ensuring that students are prompted to engage collaboratively around what they are learning. Likewise, teachers are using practical measures for infusing instructional rigor that have gleaned from Advanced Studies and Talent Development Department PD sessions.</p>					

8/15/22	All grade levels will participate in weekly PLC planning session to unpack standards aligned units in literacy and mathematics, while also focusing on key Core Action Indicators. This standards aligned approach to planning is designed to deepen teachers' knowledge of the standards that will be taught.		Tina Mohrman	06/15/2024
<i>Notes:</i> Weekly PLC planning sessions are conducted for grades K-5. The meetings entail a PLC agenda containing hyperlinks to the NCSCOS and related unpacking guides, as well as links to grade level curriculum for each subject matter and related resources/materials.				
8/15/22	Teachers will use backwards lesson design to plan instruction and ensure curriculum alignment (planning with the end in mind). Teachers will reference unit assessments and related standards/skills to ensure that there is alignment between the taught curriculum and the assessed curriculum.		Tina Mohrman	06/15/2024
<i>Notes:</i> Grade level PLC agendas and planning guides are organized to promote backward design and contain grade level/curriculum related assessment links at the top of the document, as teachers are self-directed with discussing what students will be expected to know/do before creating/discussing lesson plans.				
Implementation:		08/15/2022		
Evidence	6/9/2022 The school has continued to use planning documents that outline the structures and procedures for planning. The teams consistently reviewed assessments and discussed students' misconceptions and plans to mitigate them.			
Experience	6/9/2022 Before being marked completed for the school year this objective was at 50% completion.			
Sustainability	6/9/2022 The grade level teams will continue to work on unpacking standards and focusing on key CORE action indicators. The administrative team will continue to focus on discussion and feedback around rigor and student collaboration.			

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>		<p>The school implements a tiered instructional system that allows teacher to deliver evidence-based instruction aligned with the individual needs of student across all tiers.(5117)</p> <p>Weekly and daily student checkpoints will be planned to consistently ensure all teachers have identified necessary skill gaps that require "just in time teaching" while maintaining grade level instruction at the core. These student data checkpoints will be discussed in PLC and STP interventions will be planned specifically for student needs in small groups, as well as in Tier II and Tier III intervention groups.</p>	Limited Development 10/09/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>When this objective is fully implemented, all teachers will be proactive and diligent with presenting students to the MTSS team who require support in addition to the core.</p> <p>When this objective is fully met all classroom teachers will actively implement research-based interventions and progress monitoring to respond to student needs.</p>	Objective Met 08/15/22	Rita Josiah	06/04/2024
Actions					
	10/9/19	The MTSS team will meet regularly to discuss students coming to Tier II & III, as well those already receiving Tier II & III services.	Complete 01/04/2022	Rita Josiah	06/10/2022

Notes: Our MTSS process entails core, supplemental, and intensive interventions. For core instruction, baseline performance expectations have been established. For supplemental, we are in the process of determining what will be used to baseline and progress monitor students for 4th & 5th grade literacy. However, students are continuing to receive interventions based upon data from the previous school year. Teachers meet with the MTSS team regularly to discuss concerns and give updates on students in an active MTSS plan. Parent communication will continue to be a point of emphasis.

10/17/19	The school leadership team will review the FAM-S document to analyze current implementation of the MTSS process and inform future action steps. The school has a new school psychologist this year who will participate in the process.	Complete 06/09/2022	Rita Josiah	06/10/2022
----------	---	---------------------	-------------	------------

Notes: With respect to the FAM-S document, current implementation of MTSS entails core, supplemental, and intensive interventions with related progress monitoring and weekly meetings for data-driven decision-making. The school psychologist works alongside school counselors & facilitator to address the needs of students referred for Tier III interventions.

9/9/20	Teachers will use data from exit tickets, common assessments, MAP, and classroom observations to create small groups and inform instruction in response to students' needs. The school continues to be proactive with addressing barriers that impact student access to and completion of assessments, as well as accuracy of data obtained from assessments.	Complete 06/09/2022	Tina Mohrman	06/10/2022
--------	---	---------------------	--------------	------------

Notes: 3-5 utilizes Mastery Connect assessments, informal data, and MAP assessments to create small groups.

K-2 utilizes EL microphases, mCLASS, and math exit tickets to create groups and determine what needs to be retaught & accelerated.

Students in grades 3-5 took the MOCK EOG which will provide more information for small group instruction for the Workshop block.

For students working remotely, parents have been encouraged to allow students to complete assessments without assistance to ensure that assessment data reflects students' level of performance and skill needs.

9/7/21	PRIDE Time for both Math & Literacy for all K-5 where no new content is taught and support services & staff are focused on specific grade levels during this time. Supplemental & intensive interventions will take place during this time.	Complete 10/29/2021	Tina Mohrman	06/10/2022
--------	---	---------------------	--------------	------------

	<i>Notes:</i> Development of Pride time- TAs and support staff pushing in. No new content, but time for acceleration and interventions. Daily check points drive the Pride Time.			
9/7/21	Student activities will be aligned to revised grading plan: prepare, rehearse, perform	Complete 10/29/2021	Tina Mohrman	06/10/2022
	<i>Notes:</i> This will take place during PLC where teams decide what activities will be utilized in each category.			
9/7/21	Orton Gillingham training for certified staff will be a priority. 1.0 ADM provided for OG Interventionist.	Complete 11/08/2021	Layla Stanley	06/10/2022
	<i>Notes:</i> Staff will be on top of list to receive Orton Gillingham training. Certified staff only allowed to receive training. Position currently has 0 qualified applicants (9/7/2021).			
Implementation:		08/15/2022		
Evidence	6/9/22 The MTSS teams have meet bi-weekly throughout the school year to review MTSS cases, progress monitoring, and discuss needed interventions. From the beginning of the school year PRIDE time for math and reading have been built into the master schedule to provided students with time for individualized instruction. The school has also adjusted grading to follow the district requirements of preform, rehearse, prepare. The interventionist was also trained in Orton-Gillingham to provide literacy interventions to students in the MTSS process.			
Experience	6/9/22 Before closing out this goal for the school year we were at 67% completion.			
Sustainability	6/9/22 The school team will continue to work on using data to form small groups in order to provided students with intentional learning that supports their needs. The admin team will work on completing the FAM-S document and working on stream lining the MTSS process.			

	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
Initial Assessment:			<p>The master schedule reflects a dedicated time for social emotion learning (SEL) by virtue of the Caring School Program. Lessons from the Caring School Program allow students to express their feelings, develop relationships, and receive social skills instruction (to name a few).</p> <p>Every certified staff member will participate in the Caring School Community Morning Circle. Lessons will be discussed in PLCs. Grades 2-5 will utilize Topic Weeks lessons based on Panorama data. Counselors will implement needs assessment to determine class lessons and small group lessons. Special Area team will start or end each class with a "Connection Circle". Teachers and select staff implement daily check-ins to allow student's to express feelings. School counselors are also providing in-class lessons for students on social/emotional topics.</p>	Limited Development 10/09/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>When this objective is fully implemented 100% of classroom teachers will feel/indicate that they have the skill, knowledge, and awareness to support each student in their classroom with their socio-emotional needs.</p> <p>When this objective is fully implemented 80% of students will respond via the student survey that they feel capable of regulating their emotions.</p>	Objective Met 06/09/22	Layla Stanley	06/04/2024
Actions						
10/16/19	Classroom teachers are using the Caring Schools Curriculum during the school-wide Opening Circle time to meet the social and emotional needs of students.		Complete 06/09/2022	Harvie Johnson	06/10/2022	
<i>Notes:</i> Caring School curriculum materials were distributed in the fall, and links to curriculum-related resources/materials were made accessible online.						
10/17/19	School counselors will work to ensure that parents of students who have Tier II & III interventions for behavior need will attend Tier II & III meetings virtually.		Complete 03/04/2022	Rita Josiah	06/10/2022	
<i>Notes:</i>						

9/9/20	The school will administer the Panorama assessment.	Complete 10/25/2021	Rita Josiah	06/10/2022
<i>Notes:</i> Fall & Spring, K-2 counselor to create similar assessment				
9/13/21	Counselors will provide data trends from Fall Panorama Assessment to guide teacher identification of necessary topic lessons. Teachers will utilize open feedback from student responses as well as response trend data to specifically address student needs during morning circle. K-2 teachers will administer developmentally appropriate lessons similar to 3-5 Panorama questions.	Complete 12/01/2021	Rita Josiah	06/10/2022
<i>Notes:</i>				
Implementation:		06/09/2022		
Evidence	5/5/2021 - The master schedule provides time for all students to engage in social/emotional learning. We can look at Panorama survey results (comparing data points fall to the spring) Caring School Curriculum Teacher lesson plans show contain SEL instruction			
Experience	6/9/22 Before closing for the school year t			
Sustainability	5/5/2021 - Ensure there is a time within the master schedule for SEL Keeping SEL as a priority during planning, ILT, and SLT In looking toward next year, make sure teachers are intentional when planning for SEL. (Identifying needs of students)			

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 admin team regularly attend grade level planning meetings to shares ideas and perspectives. The principal understands curriculum, NCSCOS, and provides staff with instructional feedback.	Limited Development 10/09/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When this objective is fully implemented 100% of staff will convey via outlets such as the Teacher Working Conditions Survey or TNTP Insight Teacher Survey that the principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Resources needed to ensure that this objective reaches full implementation is: CMS Core Action walkthrough data, as well as informal walkthrough "Glow and Grow" feedback, in an effort to identify trends, strengths, and support needed to inform instruction. Teacher feedback is provided after every instructional walkthrough.	Objective Met 06/09/22	Layla Stanley	06/04/2024
Actions					
	10/17/19	The administrative team will attend PLC planning sessions for the purpose of giving feedback on the implementation of planning protocols, strategies for instructional delivery, support for questions/staff needs, and to know what should be observed during formal and informal classroom visits.	Complete 06/08/2022	Layla Stanley	06/10/2022
<i>Notes:</i>					
	9/9/20	The leadership team will conduct instructional rounds/walks to ensure that feedback is aligned throughout the building through calibration.	Complete 05/13/2022	Layla Stanley	06/10/2022
<i>Notes:</i> Google spreadsheet will show trends and patterns from walkthroughs					
Calibration walks as an admin team to ensure feedback is aligned.					
<i>Implementation:</i>			06/09/2022		

Evidence	<p>5/5/2022 - The admin team conducts walkthroughs weekly and uploads responses and questions for concern. The admin team attends weekly PLC meetings.</p> <p>Admin Calendars with PLC times: Stanley: https://drive.google.com/file/d/1kA3EzMd2VokKFqVA26ksjM7Xb5Y3tn-c/view?usp=sharing Lindsey: https://drive.google.com/file/d/1iaMC0IRChFiJ5rDGriHQ9_DgZR6RBgEP/view?usp=sharing Josiah: https://drive.google.com/file/d/1tZpshOImL8GhKT4TrVnhrNSTGE9ReJsY/view?usp=sharing</p> <p>219 Informal Walkthroughs conducted: https://drive.google.com/file/d/1qG6010kOrVycUOh2e1olzRi8ITEWUTZV/view?usp=sharing</p>			
Experience	<p>5/5/2022 - School administration conducts informal walkthroughs, formal observations, and district CORE Action Walks.</p>			
Sustainability	<p>5/5/2022 - The Admin Team will continue to provide coaching and feedback through classroom visits and during grade level planning. The admin team will continue to perform Core Action Walks on a regular basis.</p>			

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>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)</p> <p>The "Crown Point Connection" will be consistently translated and sent out via phone, email, and text; it will also be a standing post on Crown Point Elementary's website. The "Crown Point Connection" will provide updates around Caring School Community lessons and content lessons, as well as how parents can best support their children.</p>	Limited Development 10/09/2019		
		<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	Index Score: 9		
<i>How it will look when fully met:</i>		<p>When this objective is fully implemented the school will have incorporated a wide array of options to establish and maintain regular communication with families.</p> <p>When this objective is fully met 95% or more of parents will convey through parent surveys that they are kept abreast of what is taking place at their child's school.</p> <p>To achieve this goal the school needs to explore all available options to reach parents who have English as a second language.</p>	Objective Met 05/06/22	Layla Stanley	06/04/2024
Actions					
	10/9/19	The school sends regular ConnectEd messages to families, with links to the CPES Connection. CPES Connection will also be linked to school website. CPES Connection will regularly provide updates around instructional and SEL content, as well as strategies for supporting students at home.	Complete 01/04/2022	Layla Stanley	06/10/2022

<i>Notes:</i> Weekly communication is provided via Connect-ed messages.				
10/16/19	Teachers communicate regularly through the use of various avenues such as Remind App, Class Dojo, monthly newsletters, and daily communication through the agenda with parents.	Complete 01/04/2022	Layla Stanley	06/10/2022
<i>Notes:</i> Communication may occur less frequently such as weekly or monthly.				
10/17/19	The school will host the following events: Virtual & in-person Open House, Virtual & in-person Back-to-School Night, Virtual Family Night/in-person Popsicles on the Playground, Virtual/in-person Spirit Night, Virtual/in-person Grade level musicals or events, Virtual ESL Parent workshops, School Carnival, Virtual Science Night, Virtual/in-person Beginner's Night, and Virtual/in-person Volunteer Celebration.	Complete 06/08/2022	JaRon Lindsey	06/10/2022
<i>Notes:</i> To the greatest extent possible (considering Covid-19 related stipulations) various virtual events have been and are being hosted and accessed to promote parent and community involvement.				
9/9/20	Use data from the parent survey to inform next steps and determine the most effective platforms to communicate with parents. This survey will be sent to parents to begin the 3rd quarter.	Complete 02/25/2022	Layla Stanley	06/10/2022
<i>Notes:</i>				
Implementation:		05/06/2022		
Evidence	<p>5/5/2022</p> <p>The Crown Point Connection can be found here: https://www.smore.com/9t0r2 and in the "School Announcements" section of our school website: https://schools.cms.k12.nc.us/crownpointES/Pages/Default.aspx</p> <p>Teachers are consistently reminded weekly to also send out the Crown Point Connection: https://www.smore.com/49e1z-pride-post?ref=email</p> <p>"Faculty and Staff Expectations" section of the Staff Handbook: https://docs.google.com/document/d/1ykrqP5ekQAdQXHm03vyvHSAKCYEepA7-La6WxppiJ4Y/edit#bookmark=id.pm18l4knofpk</p> <p>Virtual and in-person events held: https://docs.google.com/document/d/1-QDXmAJ2I3hVPy9CCSjhX5ouzn9cWWeUQC13JVxNJBw/edit?usp=sharing</p>			

<i>Experience</i>	5/5/2022 The Crown Point Connection was consistently translated and sent out via phone, email, and text. It was also a standing post on our School's website. The Crown Point Connection provided updates around school events, SEL curriculum, school information, and parent support amongst other things. Teachers were consistently reminded to have a means of classroom communication, and to share the Crown Point Connection with families. The staff, students, and families of Crown Point Elementary showed up for virtual and in-person events. Multiple means of communication allowed all families access to information and opportunities.			
<i>Sustainability</i>	5/5/2022 The need for consistent and constant communication will continue to be stressed to teachers. Teachers will regularly share the Crown Point Connection through individual classroom communication as well as information posted through social media, and our School's website. Virtual components will continue to be offered with in-house events and activities.			