

## Comprehensive Progress Report

**Mission:** The mission of the faculty and staff of Dilworth Elementary School; Sedgefield/Latta, is committed to providing every student the opportunity to thrive academically, emotionally, and socially.

**Vision:** The faculty and staff of Dilworth Elementary; Sedgefield Campus/Latta Campus along with our community are committed to nurturing successful lifelong learners who embrace 21st century thinking and contribute to the local and global communities

**Goals:**

The NC SBE's statutory provision 115C - 105.27(b)(6) requires all schools to plan a minimum of 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 school to have a plan to provide duty free instructional planning for every teacher under G.S. 115C - 301.1, with the goal of providing an average of at least five hours of planning time per week (A.2.04)

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

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 4.5% in SY2021-22 to 27.3% 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) \*Schools can also focus on specific grade levels or content areas based on their individual school data.

The percent of students reporting a positive self-perception of their self-efficacy will increase from 68% on the Fall 2021 Panorama Screener (in Grades 3-5/6 -12) to 73% in SY2022-23 and 78% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) \*Schools can focus on one, two or all three of the domains based on their individual school data.

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 23% in SY2021-22 to 18% in SY2022-23 and 13% 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>		Our school focus this year is on differentiated instruction to ensure students are exposed to core instruction while also meeting their individual needs. PLC meetings have been reoriented to focus on small group instruction ensuring teachers have embedded differentiation plans throughout their literacy and math workshops. Regular walk-throughs are being conducted and feedback with grows and glows is shared with teachers. Coaching conversations are being had to help teachers with areas of growth but are inconsistent. Follow up walk-throughs and observations are conducted to assess the implementation of feedback and the plans created at weekly PLC meetings. Admin team meets weekly to analyze multiple data points and discuss next steps needed for teachers to continue to grow in their planning and implementation of standards aligned lessons.	Limited Development 08/16/2022			
<i>How it will look when fully met:</i>		Teachers meet weekly in PLC to collaboratively design lessons and select activities that are aligned to grade-level standards. A large portion of the planning time is dedicated to discussions around what students need if they are above, on, or below grade level proficiency with the standard being taught. Teachers model lessons and share strategies during PLC planning to share and support best teaching practices. Data is regularly discussed and instruction is consistently altered to ensure students at all levels grow.		Lane Taylor	06/15/2024	
<i>Actions</i>						
<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	

<p><b>Initial Assessment:</b></p>	<p>Various beginning of year assessments have been/are being given to determine students' current level of instruction and need for additional support. Based on multiple data points from the end of the year 2021-22 assessments and the beginning of the year 2022-23 assessments, students are identified as needing additional support. Teachers are working with facilitators to identify students' specific needs and determine the area of focus. Facilitators and administrators are creating plans for behavior, literacy, and math for identified students using the ECATS platform, per district directive. Plans are slated to begin on 10/3/22, and additional plans can be added throughout the year as needed. Teachers will be responsible for implementing the intervention, conducting the progress monitoring, and entering the progress monitoring data into the MTSS Intervention spreadsheet. Facilitators and administrators will update the ECATS platform with this progress monitoring data.</p> <p>A schedule was created for support staff to provide additional literacy instruction to small groups of students. The master schedule was created to ensure all students' needs with IEPs, LIEPs, and TD plans are being met. Funding from Restart has been used to purchase our ML teacher from .5 to 1.0 this year to support our students who speak a language other than English at home.</p>	<p>Limited Development 08/16/2022</p>		
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***How it will look when fully met:***

When this objective is fully met:

PLC teams are Implementing a school-wide Multi-Tiered System of Support (MTSS) and engaging in productive conversations about the behavior and academic performance of students.

Teachers are meeting at least biweekly with the facilitators and MTSS lead to identify, assess, and discuss progress monitoring for students' progress.

Multiple data points are being analyzed throughout the year to create and modify plans to meet students' needs.

Teachers are using the Standard Treatment Protocol and working closely with academic facilitators to select appropriate intervention strategies that meet the learning needs of individual students.

MTSS protocols are in place and followed with fidelity at all grade levels using the current platforms for the plans and the progress monitoring tools.

Evidence of completion will include: agendas from Child Study meetings, the updated MTSS Intervention spreadsheet, and notes on intervention times and services.

PLC teams are Implementing a school wide Multi-Tiered System of Support (MTSS) and engaging in productive conversations about behavior and academic performance of students.

Teachers are meeting weekly with the counselor and MTSS lead to identify, assess and progress monitor students' progress.

Teachers are working closely with academic facilitators to select appropriate intervention strategies that meet the learning needs of individual students.

MTSS protocols are in place and followed with fidelity at all grade levels.

Evidence of completion will include: agendas from MTSS meetings and notes on intervention times and services

Lane Taylor

06/15/2024

<b>Actions</b>						
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Last year, much of our Social and Emotional learning and well-being work was done in a virtual environment. This year we are focusing on analyzing the successes and areas for growth from last year and redesigning the implementation of Morning Meetings using the Caring Schools Curriculum to support our students in an in-person environment. Teachers will build relationships with both students and families to encourage open dialogue, and weekly check-ins will be given so students can share their feelings, concerns, anxieties, and celebrations with teachers. Our school culture values relationships beyond classroom walls, so our counselors, teachers, support staff, and administrators will all play an integral role in supporting students socially and emotionally.</p>	<p>Limited Development 08/16/2022</p>		
<p><b>How it will look when fully met:</b></p>	<p>Daily morning meetings are held in all classrooms using the Caring Schools curriculum and supplemental materials as needed.</p> <p>In weekly planning meetings, PLCs will share and discuss topics and ideas for Morning Meeting activities.</p> <p>Monthly or weekly (Kinder and third) guidance lessons are held in all classrooms where strategies are shared for handling emotions, responding to different situations, and peer relations.</p> <p>Counselors conduct small group sessions with students identified as needing additional support in areas such as social skills, conflict resolution, responsible behavior, etc.</p> <p>Weekly surveys are given to students as a routine pulse check on how all students are feeling and coping in the current reality.</p> <p>Evidence includes: Curriculum items from Caring Schools, PLC agenda notes for SEL planning weekly, weekly guidance lesson topics, logs from small group sessions with counselors, data from weekly surveys, and observation data from SEL walkthroughs.</p>		<p><b>Molly Arledge</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>				

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>	<p>We are currently working on a system to ensure the admin team and facilitators are in classrooms observing instruction on a consistent basis and providing feedback on our observations. We are committed to highlighting the positive and providing suggestions for improvement for areas of growth. We are communicating with teachers and PLC teams through email, in person conversations, and during weekly PLC and Child study meetings. In addition, we are working with facilitators to follow up with instructional supports needed to enhance the instruction in identified classrooms. Members of the admin team attend weekly PLC planning and Child Study meetings to discuss curriculum and instruction and implementation of whole group lessons and small group support. Schedules are created to maximize personnel to support students in all levels of learning.</p>	<p>Limited Development 08/16/2022</p>			
<i>How it will look when fully met:</i>	<p>The administrative team will meet weekly to discuss walk-through data and identify specific areas of need in classrooms, teams, and our school. Teachers and teams will receive follow-up feedback from facilitators and administrators in areas identified as needing support systematically and regularly. Teacher recognition for outstanding performance in the classroom will be highlighted in our weekly newsletter and through individual emails and personal notes. Accomplished teachers will serve as mentors and instructional coaches for novice teachers and those needing more support. Professional development will target areas of growth needed as a school and include differentiated options for teachers. 100% of classroom teachers and support staff members will play a role in delivering curriculum and instruction to support our students' individual needs. By the end of the 2022-23 school year, the Teacher Working Conditions Survey will be at or above 90% on the element of teachers receive feedback to improve their teaching.</p>		<p>Rebecca Crawford</p>	<p>06/15/2024</p>	
<b>Actions</b>					

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>Based on the data we were able to collect last year, we feel our strengths going into this year will be our continued efforts to involve our stakeholders in the learning that occurs at Dilworth Elementary as well as providing parents with resources needed to assist their students at home. We are committed to on-going two-way communication with parents/guardians. Forms of school to home communication include: weekly newsletters, weekly Dragon Talk and monthly Dragon Press, emails, phone calls, mid-quarter progress reports and report cards. Additionally, school-wide events or concerns are addressed through Connect Ed robocall system, our Remind App, the school's website, and messages posted in the weekly newsletter and our PTA newsletter. Administration meets weekly with the PTA president to communicate upcoming school-wide events and the work of the PTA committees. Teachers are diligent about contacting parents if students are struggling with behavior, academics, or attendance and conferences are held as needed to define expectations. Child study meetings are held weekly to discuss individual student needs. Parents will be provided continuous information on interventions their child is participating in through our MTSS process and their progress. Additionally, we will utilize daily News broadcasts, individual websites, and social media platforms as vehicles for getting communication out into the community.</p> <p>We will utilize Restart funds to purchase the Remind App for another avenue of communication with our families.</p>	Limited Development 08/16/2022		

**How it will look when fully met:**

Our parents, guardians, and families are regularly and actively engaged in school events, both virtually and in person. The administrative team and office staff members regularly communicate with families through ConnectEd messages and notifications on the Remind app. The PTA and administration meet weekly to discuss school events and school needs.

All teachers maintain open lines of communication with families through weekly newsletters, parent conferences, email communication, and school family events. All teachers and teams have a current website where families can access relevant information. Teachers participate in Curriculum night, Culture night, and other events and performances as allowed under Covid restrictions. Teachers reach out to parents to discuss student struggles as well as to highlight positive behavior and achievement milestones within the classroom. Parents will be informed of progress on IEP goals and intervention plans.

**Molly Arledge**

**06/15/2024**

**Actions**

Notes: