

Comprehensive Progress Report

Mission:

ELE students are supported by a strong partnership between families and school. We ensure that every child is engaged in a rigorous curriculum with differentiated support. We work as a team to help students develop healthy habits and appreciation for the arts. We support social emotional development by explicitly teaching social skills, growth mindset, and personal reflection in a safe and nurturing learning environment.

Vision:

ALL children are valued and respected members of the ELE family. We support our students' diverse needs with high expectations for academic and social emotional growth.

Goals:

By June 2024, as measured by 3-5 EOG and NC K-3 Reading Assessments, Elizabeth Lane Elementary will increase the student grade level proficiency to meet or exceed the following success indicators: Kindergarten - 90% GLP in reading First Grade - 80% GLP in reading Second Grade - 85% GLP in reading Third Grade - 80% GLP in reading, 90% GLP in math; 75% CCR math, 60% CCR reading Fourth Grade - 80% GLP in reading, 85% GLP in math Fifth Grade - 80% GLP in reading, 85% GLP in math, 85% GLP in science Additionally, students in grades 3-5 will demonstrate an increase in CCR to 75% or greater in all areas. (A2.04, A4.06, A4.01, B3.03)

By June 2022, as measured by 3-5 EOG and NC K-3 Reading Assessments, Elizabeth Lane Elementary will increase the student grade level proficiency in identified subgroups to narrow the achievement discrepancy to less than 15 percentage points (SWD 38% to 75%; EL 60% to 75%; Hispanic 57% to 75%; and African American 58% to 75%) (A 2.04, A 4.01, B 3.03).

A duty-free instructional planning period will be provided for teachers on a daily basis (A 2.04).

All students will be provided a positive school climate and safe learning environment free of bullying and harassing behaviors (A 4.06).

Teachers will be provided with a duty-free lunch period according to NC SBE 115C-105.27(b)(6) (A 4.06) during remote learning phase and when possible during in-person learning as long as student safety measures can be accommodated.



! = 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>		We have a high level of alignment across grade level teams between instruction and district-required curricula. Our current focus area for growth needs to be focused on implementing the differentiated components of the core curricula and implementing the curricula with integrity (core actions).	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Teaching teams operate as PLCs to provide strong core instruction that is focused on the critical learning standards for the grade. EC, ML, TD, and support staff are integral members of the team and collaborate with the PLC to ensure that all students have access to strong core instruction and differentiated support. As a result, MAP predictive scores will indicate a higher percentage of students meeting cut score for CCR will increase at each assessment window.		Amanda Daniels (Facilitator - Standing Position)	06/07/2024
Actions			0 of 1 (0%)		
	8/15/22	Create PLC meeting schedule and format that includes coaching for differentiation, data monitoring, and focus on instructional alignment.		Amanda Daniels (Facilitator - Standing Position)	01/15/2023
<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>		I will do this later	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		I will do this later too.		Crystal Lail	01/15/2023
Actions			0 of 1 (0%)		
	8/15/22	Provide professional development to staff focused on using diagnostic assessment to target and address specific reading foundational skills K-5.		Amanda Daniels (Facilitator - Standing Position)	01/24/2023

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
Initial Assessment:		<p>Teachers lead daily activities and weekly class meetings for social emotional instruction and support based on the Caring Schools model.</p> <p>Teachers collaborate with counselors and administrators to create individual intervention plans for students identified through discipline referrals and repeated acute behavior incidents.</p> <p>School data manager and counselors collaborate to send required CMS attendance letters. Counselors make individual family contacts when students reach 6 unexcused absences.</p>	Limited Development 08/15/2022		
How it will look when fully met:		<ul style="list-style-type: none"> -fidelity of implementation caring schools model -attendance plan -consistency of intervention referral and delivery 		Trishi Stewart	06/15/2024
Actions					
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
Initial Assessment:		School Admin team utilizes the Core Action rubric to monitor instruction and to gather data to create professional development for PLC's. Grows and Glows are shared with PLC's and action steps are discussed during grade level planning.	Limited Development 08/15/2022		
How it will look when fully met:		We will do this later.		Trishi Stewart	01/24/2023
Actions					

Notes: