

## Comprehensive Progress Report

### Mission:

Our mission is to provide students with a holistic education, which engages them in vigorous academic work, both independent as well as cooperative, challenges them to work with grace and courtesy in community, and to practice self-evaluation as a way to reflect on academic as well as personal growth.

### Vision:

We are a forward-thinking school, aiming to prepare our students not only for post-secondary education, but for all of life, by equipping them with a compassionate global perspective and a deep understanding for the core values of commitment, community, initiative, compassion and responsibility. This type of holistic education is one that guides our students on the path to becoming confident and capable humans, able to adapt to anything life presents.

### Goals:

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 15.1% in SY2021-22 to 21.6% in SY2022-23 and 28% in SY2023-24.

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 19.2% in SY2021-22 to 24.2% in SY2022-23 and 29.2% in SY2023-24.

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide 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).

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to 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, self-management, and/or engagement will increase from 44% on the Fall 2021 Panorama Screener (in Grades 7-12) to 49% in SY2022-23 and 54% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The percent of graduates earning a state high school endorsement will increase from 62.9% in SY2021-22 to 69% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.16 and CMS Goal 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 6.6% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics on the Measure of Academic Progress (MAP) assessment will increase from 40% in June 2021 to 70% in June 2024.

The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in English Language Arts (ELA) on the Measure of Academic Progress (MAP) assessment will increase from 38% in June 2021 to 70% in June 2024.



! = 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>		<p>During the 2021-2022 school year, we utilized the Lead Math and Lead English teacher positions provided by the district to support PLC planning and teacher support. This year, 2022-2023, we have been unable to fill those positions, along with vacancies in high school math, high school social studies, and high school science.</p> <p>According to Spring 2021 Panorama data, our students need support in the area of self efficacy. School counselors are developing small support groups, delivering lessons in middle school classes, and completing individual meetings with students. Our ILT and MTSS Team continue to create processes and procedures to strengthen core instruction and frame the intervention process for earlier interventions, both academic and behavioral. Approximately 50% of the Williams staff is new to the school since the 2020-2021 school year. In addition, the pandemic caused a delay in our ability to have staff participate in secondary Montessori training with the exception of some online courses. We sent a small group of teachers to training this summer. Teacher leaders and administration began to meet with staff over the summer to form a foundation of understanding around our secondary Montessori practices, curricular resources, CMS and school level supports, and a spirit of teamwork centered on students.</p>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		Instructional teams meet regularly to create agendas focused on developing checklists that allow differentiation based on student mastery, selected work is meaningful and addresses standards, student work is routinely examined, and at least 80% of students will complete benchmark assessments with passing scores. Students will meet goal targets outlined in our SIP.		Sophia Hazlehurst	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/16/22	Administrators and team leads will work with PLCs to develop and define key structures to provide students with instruction that is standards-aligned and engaging.		Rashawn Coleman-Walker	11/01/2022

*Notes:* Evidence will include:

PLC agendas

Pacing guides

Cycle plans/checklists

Assessments

Feedback