

Comprehensive Progress Report

Mission:

Our mission is to hold high expectations for academic performance and character development for each student in a safe, caring environment that embraces cultural diversity. We will do this by implementing the International Baccalaureate Program (PYP) and thereby empowering our students to become critical, independent thinkers with the skills to be active participants in an ever-changing global society.

“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 20-21 school year.”

Vision:

Develop learners’ confidence and ability to seek solutions to the challenges of an ever-changing global society.

Goals:

1) Increase College & Career (CCR) rate by 20 percentage points on Math EOG for 5 out of 6 sub-groups in 3rd-5th grades by May 2022 -A2.04, A4.01, B3.03
In grades 3-5, increase overall CCR composite from 17.4% to 37.4% in Math, 8.4% to 19.5% in Literacy, and 27.2% to 57.2% in science. OR In grade 3 increase Literacy CCR from 34.8 to 44.8 , and math CCR from 18.9 to 38.9.

(2) Increase the number of College & Career (CCR) rate, by 10 percentage points on Literacy EOG for 5 out of 6 sub-groups in 3rd-5th grades by May 2022 - A2.04, A4.01, B3.03

(3) Increase the number of 1st and 2nd grade students at or above level 4 in Math by 20% from 39.4 to 59.4 in 1st grade and 38.9 to 58.9 in 2nd grade according to MAP. (A2.04, A4.01, B3.03)

(4) Increase the number of students meeting or exceeding grade level expectation on mClass from 43.7% to 63.7% in literacy by May 2022 A2.04, A4.01, B3.03

(5) Increase the number of students who feel positive about their self efficacy for K-2 from 47% to 75% and 3-5 from 61% to 80% on Panorama data

Duty Free Lunch: 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 Instructional Planning Time for Teachers : The NC SBE’s statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide dutyfree instructional planning time 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. (A2.04)

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

Three year trend to achieve district goal of 80% by 2024. 21-22 Third Grade Cohort 3rd graders at the end of this year will need to have a 38.9 CCR of in math, so that in 2023 they have a 58.9 CCR of in math, and then by 2024 they will have an 80 (or higher) CCR in math. 3rd grade 2022: 38.9 CCR Math 4th grade 2023: 58.9 CCR Math 5th grade 2024: 80 CCR Math 3rd graders at the end of this year will need to have a 54.8 CCR of in reading, so that in 2023 they have a 67.8 CCR of in reading, and then by 2024 they will have an 80 (or higher) CCR in reading 3rd grade 2022: 54.8 CCR Reading 4th grade 2023: 64.8 CCR Reading 5th grade 2024: 72 CCR Reading 21-22 First Grade Cohort First graders at the end of this year will need to have a 66.5 CCR of in reading, so that in 2023 they have a 75 CCR of in reading, and then by 2024 they will have an 80 (or higher) CCR in math. 1st grade 2022: 66.5 CCR Reading 2nd grade 2023: 75 CCR Reading 3rd grade 2024: 80 CCR Reading First graders at the end of this year will need to have a 59.4 CCR of in math, so that in 2023 they have a 74.4 CCR of in math, and then by 2024 they will have an 80 (or higher) CCR in math. 1st grade 2022: 59.4 CCR Math 2nd grade 2023: 74.4 CCR Math 3rd grade 2024: 80 CCR Math



! = 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
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<i>Initial Assessment:</i>		PLC systems have been established to support timeframes within master schedule. Days specifically were designed to support each subject area (Math, Literacy, Data). We have included our EC, EL, TD support staff to integrate with planning and to ensure standard aligned units meet the needs of all learners. An administrator as well as academic facilitator will be present to ensure alignment, rigor, and focus. Teams meet weekly for 2, 50 minute planning blocks.	Limited Development 08/15/2022		
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<i>How it will look when fully met:</i>		Teachers will consistently collaborate weekly to review grade level standards and curriculum to ensure alignment and rigor are present through review of standards, student work and assessments. Formal and informal observations of lessons taught and assignments given will show alignment with grade level standards and a high level of rigor. To determine whether this goal is met, walkthroughs and formal observations will be reviewed as well as student work and assessment outcomes. Teachers will collaborate with EC/ESL and TD teachers to ensure support of students who have different learning needs and to ensure that instruction is aligned. Implementation will include small group and co-teaching models. Teachers will use Canvas resources, planning note catchers as well as supporting EL and enVision 2020 documents during planning.		Miesha Gadsden	06/15/2024
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Actions 0 of 3 (0%)

8/15/22	Meeting Agendas- Each template will adhere to the new small group planning template which supports all three tiers of instruction.			Miesha Gadsden	06/15/2024
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Notes: Link to planning agenda template:
<https://docs.google.com/document/d/1Sn8ZLqGJCKEgG9xjeGnFpWQKVWigH3owzm7D3LR3RBw/edit?usp=sharing>

8/15/22	Evidence of core action alignment (rigor, standard alignment, engagement, small group)		Justin Buzzo	06/15/2024
<i>Notes:</i> Academic Facilitator will support core actions during weekly planning.				
8/15/22	Data Analysis		Justin Buzzo	06/15/2024
<i>Notes:</i> Coordinate a half day planning day to establish time for PLC teams to work together to plan out six week action plan cycle (have IA's support by covering teams for a half day; look into asking PTO to support with funding for subs; twice a year or three times a year)				
Monthly data will focus on upcoming assessment and next steps for small group instruction.				

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>Our MTSS leadership team, including the academic facilitator, counselors, and a teacher representative for each grade span meets monthly to review student progress, and reviews interventions and progress monitoring to best meet student needs. Families are invited to meetings when students are being provided intensive interventions. The MTSS Leadership Team, which includes all of the above staff members in addition to the principal and the school psychologist meets monthly to discuss school needs and data to determine needed steps in the process and to plan staff PD surrounding MTSS. Small group time is included in the master schedule. Interventions and progress monitoring is in place. We have created roles and responsibilities for our MTSS Teams such as Intensive Team, Supplemental Team, MTSS Leadership Team, and Student Support Team (Roles and Responsibility Document). We have aligned our tiered support systems efforts of MTTs Leadership Team, School Improvement Team and our School Leadership Team to strength our CORE, Supplement and Intensive tiers. We created an understanding on how we will support each level (Document) and (CORE Presentation). Our next steps are creating a CORE Behavior plan with utilizing our Panorama Data.</p> <p>During the bi-weekly meetings, teams will meet to support supplemental needs and how they will support progress monitoring.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		This will occur through weekly Data/MTSS meetings with each PLC team. We will focus on all tiers of support (Core, Supplemental, Intensive) through academics as well as behavior.		Miesha Gadsden	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	8/15/22	School PD/Branching Minds		Miesha Gadsden	06/15/2024
		<p><i>Notes:</i> Branching Minds is the new platform that will be used to support progress monitoring. All teachers will engage in training throughout the year to understand how to enter data into the platform. This year teachers will complete LETRS training to gain deeper understanding of the science of reading. We will also continue to register teachers in K-3 that need PD with Orton Gillingham training.</p>			

8/15/22 Standard Treatment Protocol

Melinda Willison

06/15/2024

Notes: The MTSS interventionist will support teachers and students with intensive interventions. This is a new position based on allotments. The MTSS Leadership Team will meet monthly to review data from formal and informal assessments to determine core issues by grade level and school-wide as well as to focus on individual students who need additional support or who may need supplemental or intensive interventions. Classroom teachers and EC teachers will also receive training to better support students with special needs through the courses provided to our school as a TSI school. Classroom teachers will consistently provide interventions with fidelity and conduct progress monitoring as scheduled to determine progress on goals.

	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>			<p>Classroom teachers use Morning Meetings to support providing a classroom community and supporting students in need.</p> <p>Classroom teachers hold daily morning meetings to address social and emotional needs after morning announcements and before the day begins. Teachers will implement strategies to use in their classrooms to support creating a classroom community and providing support to students who are in need.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			<p>When this objective is fully met we</p> <p>Classroom teachers will use SEL as well as hold morning meetings using strategies from caring schools, restorative practice and support from our IB and EL program to build positive classroom communities and a positive environment.</p> <p>Walkthroughs and feedback will be given to teachers to support implementation. Support with admin, academic facilitators and counselors will be used to determine level of implementation and areas for support.</p> <p>Panorama data will be used to identify areas of improvement.</p>		Tracey Hager	06/15/2024
Actions				0 of 3 (0%)		
	8/15/22	Create and deliver presentation to all staff about the current data and needs surrounding growth mindset/self efficacy, introduce plan to deliver lessons to grades 3-5. Include suggestions for ways to extend the lesson during morning meetings to continue to address self efficacy.			Haley Harris	06/15/2024
<i>Notes:</i> Counselor will present to staff on BOY workdays as well as early release days. The information will explain panorama data and will focus on emotional regulation.						
	8/15/22	Increase our attendance rate to 93.8%			Haley Harris	06/15/2024

Notes: Work with counselor and monitor attendance rates, particular for subgroups as well as focusing on 2nd and 3rd grade students.

8/15/22 Implementation use of standard treatment protocol and data decision rules for behavior and social emotional needs.

Harris/Lassister

06/15/2024

Notes: Reaching out to Mr. Denham (district behavior support) for support to give feedback to teachers on how to improve or strengthen the culture of classrooms. Invite Mr. Denham to monthly MTSS leadership team meetings.

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
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Initial Assessment:		Intentional about setting family engagement events. Previous family engagement events included: Curriculum Night, IB Night of Kindness, Spring Curriculum Chat. New ideas would include increasing attendance with family engagement by having a Spaghetti Night, setting up tables in the community.	Limited Development 08/15/2022		
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How it will look when fully met:		Full implementation will include strengthening our communication through ParentSquare. New ideas will include connecting families to Facebook, Twitter and Instagram. Refreshing the school website is also an area that we can use to connect more families. Ms. Fridley will help monitor and support the new links embedded into our school website.		Aimee Russell	06/15/2024
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Actions **0 of 4 (0%)**

8/15/22 Invite all families to SIT meetings each month and reach out to families monthly who may not be as active to assess how to reach them more effectively.

Aimee Russell

06/15/2024

Notes: Virtual School Improvement Team Meeting will take place on the 3rd Mondays. All families are invited to engage in dialogue with staff and parents about actions we are taking to support the academic/behavior growth for all students.

8/15/22 Formation of an IB committee is where a member of each team will collaborate to discuss how our school maintains a mission, vision and strategy that reflect the IB mission and philosophy.

Haley Harris

06/15/2024

Notes: Goal this year will be to do the IB Night of Kindness twice a year instead of just once a year. This Night of Kindness will allow families to work together with their children so they are knowledgeable about the topics and skills presented during the school year.

8/15/22 Strengthen the social media presence by using a variety of tools Twitter, Instagram and Facebook to share information as it relates to academic performance and updates.

Miesha Gadsden

06/15/2024

Notes: Parents will continue to receive information in Parent Square on Sundays. In addition, updates, photos, events and announcements will be placed on social media sites such as Facebook, Twitter, and Instagram. Use platforms to communicate how families can support at home. Teachers will communicate weekly/bi-weekly with good news to families. Ms. Gadsden will work in conjunction with Ms. Fridley to ensure platforms receive communication on a consistent basis.

8/15/22 All in approach- Support Staff will select 5-6 students to make check in phone calls and mini student checkins bi-weekly. We will focus on our Goals and Guardrails by monitoring our African American males and Hispanic males. This will be in regards to academic and behavior needs.

Tracey Hager

06/15/2024

Notes: Ms. Hager will have a subcommittee to support this ongoing work.