

## Comprehensive Progress Report

**Mission:** PGES will prepare every child for academic, social, and emotional success in our learning environment and for lifetime success in our ever changing world.

**Vision:**

**Goals:**

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 9.1% in SY2021-22 to 29.6% 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)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 52% on the Fall 2021 Panorama Screener (in Grades 3-5) to 60% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

To provide a duty-free lunch period for every teacher when adequate supervision for students is available. (A1.07)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

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

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	

**Initial Assessment:**

In the 2021-2022 school year, planning and data meetings were held weekly, as teams collaboratively planned for upcoming instruction based on current data. Teachers utilized their mastery connect data to inform instruction. Through weekly 90-minute planning, teams unpacked standards, paced instruction and designed daily lessons to reflect the grade level expectations using District provided curriculum and resources. Content leaders were identified in each grade level for each content area to provide guidance and support to grade level PLC. Walkthroughs were conducted on a weekly basis by members of the leadership team with a consistent focus on implementation of standard aligned instruction. Coteach planning with EC, ESL, and TD occurred on a weekly basis.

Limited Development  
08/15/2022

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

Our priority will be to develop our teachers' depth of knowledge with the EL curriculum for Literacy and Envisions curriculum for Math in order to effectively shift the utilization of the curricula from fidelity to integrity. We will focus heavily on ensuring our master schedule and instructional approaches reflect the shifts in instruction so that grade levels are focused on providing on grade level instruction for all students. We will ensure that our classroom learning targets reflect visible learning and are aligned to grade level standards and rigor. Our teachers will have a deeper understanding of the standards that are being taught and planning sessions will be places where teachers have shared ideas about how to instruct students on multiple levels. Facilitators will also make a conscience effort to support and coach teachers through lessons as needed. Grade level content teams will facilitate grade level PLCs this school year, which should lead to more meaningful learning together. Facilitators will meet monthly with grade level content leads to discuss vertical alignment and build leadership capacity. PLC time will include modeling, demonstration of use of manipulatives, and discussion of work samples. This kind of work will help teams address their misconceptions prior to teaching lessons in their classrooms which will allow for shared ownership over the implementation of the curriculum.

**Michelle VanDerwerken**

**06/15/2024**

**Actions**

Notes:

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>		In the 2021-2022 school year, every grade level had a 45 min. Intervention/Enrichment block to support with unfinished learning due to the pandemic. For students needing instruction beyond the core, an MTSS team was in place to review data and help with modifications of the core. MAP data was used as the screener and new plans followed a standard treatment protocol. We used some of our monetary resources to ensure that we had technology in all classrooms. Teacher Assistants were trained on small group interventions using the EL curriculum and implemented targeted small group instruction during Literacy Skills Block. Several teachers attended Orton-Gillingham training and utilized OG lessons during intervention time. After mid-year data was analyzed, modifications were made to third grades' ALL Block plus skills to better meet the needs of students through targeted differentiation. This modification resulted in significant DIBELS growth.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		An effective MTSS leadership team will be established with scheduled monthly meetings including all stakeholders. Collaborative systems and processes will be developed to include a schedule and staffing plan to support intervention delivery based on data from universal screener results. The standard treatment protocol and data decision rules will be implemented and used with fidelity. Systems and processes will be in place to track the effectiveness of tiered interventions. Two MTSS interventionists will be used to support intensive interventions K-5.		Felicia Walker-Cooper	06/15/2024
<i>Actions</i>					
<i>Notes:</i>					