

## Comprehensive Progress Report

**Mission:**

We believe in equitable practices in order to empower and serve our community. South Pine Academy will provide rigorous instruction by fostering a family focused environment and promoting social-emotional growth. We will work to bridge the gap and #bethestandard.

**Vision:**

To serve students and families by providing relationship-based, high quality, equitable education for all learners to reach their full potential.

**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 7.6% in SY2021-22 to 28.8% 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 61% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 71% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percent of students reporting a positive self-perception of their self-management will increase from 66% on the Fall 2021 Panorama Screener (in Grades 3-5) to 71% in SY2022-23 and 76% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percent of students reporting a positive self-perception of their engagement will increase from 69% on the Fall 2021 Panorama Screener (in Grades 3-5) to 74% in SY2022-23 and 79% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 16.6% in SY2021-22 to 11.6% in SY2022-23 and 6.6% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A 2.01)

To provide a duty-free lunch period for every teacher on a daily basis. NC SBE's statutory provision 115C-105.27.

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

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Walkthroughs, Meeting Matrix, PBIS Eagle's Wing System are currently in place. The Master Schedule, School Protocols and Procedures have been successfully implemented. We are in the beginning stages of forming school committees. Equity PD for staff on equity, race, bias is an area of opportunity this year.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at less than 5 % in SY2022-23 and SY2023-24. ( A4.06 and CMS Guardrail 1)		Ivette Gonzalez (Student Services Facilitator)	06/14/2024
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
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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>We currently have Standards-alignment instruction through the implementation of the EL Curriculum, data analysis, and action planning systems in place.</p> <p>What we are doing well is implementing PLC systems and processes.</p> <p>An opportunity for improvement is in starting on documentation of our walkthroughs and Evidence of core actions in classrooms. Also supporting beginning teachers with classroom management and student engagement.</p>	Limited Development 09/05/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, every student will feel like a superstar at South Pine Academy. All students will have access to necessary interventions based on group and individual needs.		Robin Lyles-Khan	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/15/22	Instructional leadership team will facilitate data (MAP, DIBELS, BOG, ELI) analysis for all classroom teachers, including instructional support staff, to augment core instruction through flex grouping, intentional planning of scaffolds and to determine professional development/coaching needs.		Instructional Leadership Team	02/01/2023

Notes: Interim assessments will be facilitated in January and April to determine augmentation and core instruction based on grade level standards.

PD will include the district provided Equity PD.

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>All grade levels are utilizing the same curriculum in literacy and math as core instruction. Grade level teams identified content leads who utilize instructional coaches to develop weekly lesson plans that are shared amongst the team. Collaborative planning time is utilized to rehearse instructional plans and scaffold them based on the individual needs of teachers. A master schedule was developed to provide for additional small group instruction as a way to augment core instruction to meet the needs of our students. Further, a teaching position was utilized to provide for an MTSS facilitator who will facilitate monthly MTSS meetings centered on analyzing core instructional data and ultimately providing both supplemental and intensive intervention.</p> <p>Core SEL and behavior has been established at South Pine through universal clip charts in all classrooms as well as a variety of other incentives. All classroom teachers will utilize Caring School Community curriculum as the core SEL curriculum.</p>	Limited Development 09/05/2021		
<i>How it will look when fully met:</i>		All school staff will share the same mindset around equity and what it looks like in practice at South Pine Academy. A highly functioning multi-tiered system of support will be in place to analyze the effectiveness of core instruction and to provide all students who need intervention in academics and math.		<b>Katrina Gordon (MTSS Facilitator, DOE 09/01/21)</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/15/22	Instructional Leadership Team will develop a system that includes strategic scheduling for interventions and monthly grade level meetings to monitor student performance to provide appropriate interventions and monitor progress utilizing school data and Branching Minds.		Katrina Gordon (MTSS Facilitator, DOE 09/01/21)	02/01/2023

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
<b>Initial Assessment:</b>		All classroom teachers received professional development in August 2022 on school-wide behavior systems. All classrooms are utilizing a "Leader in Me" behavior clip chart. The Student Culture and Climate committee has established a variety of incentive systems to support positive behavior at South Pine Academy.	Limited Development 09/05/2021		
<b>How it will look when fully met:</b>		When this objective is fully met, every student will feel like a superstar at South Pine Academy. All students will have access to necessary interventions based on group and individual needs.		Ivette Gonzalez (Student Services Facilitator)	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/15/22	Develop a system to monitor student attendance to ensure student attendance is celebrated school-wide and to provide intervention as needed.		Student Culture Committee	02/01/2023

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			No Development 09/14/2022		
<b>How it will look when fully met:</b>					
<b>Actions</b>					

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>			1st meeting scheduled for September 15, 2022.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>			Regular reoccurring meetings with the LC. Collaboration and support from LC and other department staff	Robin Lyles-Khan	06/15/2024	
<b>Actions</b>			<b>0 of 1 (0%)</b>			
	9/14/22	Sign up for our first meeting date and time.		Robin Lyles-Khan	09/15/2022	
<i>Notes:</i>						
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>			Limited Development 09/14/2022			
<p><b>What systems and processes do we currently have in place for this indicator?</b></p> <p>We have an established leadership team with clear roles and responsibilities. We are still in the process of strengthening our team due to the change in leadership. However we have a framework for success.</p> <p><b>What are we currently doing well? What evidence do I have?</b></p> <p>We are currently meeting weekly.</p>						
<i>How it will look when fully met:</i>			The admin team will function as a cohesive team.	Robin Lyles-Khan	06/14/2024	
<b>Actions</b>						

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
KEY	B2.03	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Ms. McAvoy has created schedules and a Meeting Matrix to define daily schedules for teachers with specific duties and time for instructional planning. Ms. Dean supports Literacy instruction and Ms. Mohler supports Math instruction during grade level PLC planning. Ms. Ford will support Science and Ms. Gordon will support the MTSS process.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Established PLC systems and processes that support collaboration among staff  Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)		Rebecca McAvoy (AP, DOE____)	06/14/2024
<b>Actions</b>					
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>		South Pine Academy has developed a walk-through form that is based on the Core Actions. A walk-through schedule has been created where members of the leadership team complete walk-throughs for an identified cohort of teachers on a biweekly basis. Instructional expectations, including classroom set up and lesson planning expectations were shared with staff during August 2022 work days. All beginning teachers have been provided with a mentor.	Limited Development 09/05/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers at South Pine Academy will feel they are valued by their principal. All teachers will receive timely, relevant feedback that has a positive impact on their growth and their students' growth. Annual teacher turnover will be low, and there will be a culture of collegiality, coaching and continuous improvement throughout the building.		Robin Lyles-Khan	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/27/21	Principal will provide professional development to staff on Core Actions walk-through form, administrative feedback and mentor expectations. Core Actions walk-through data will be reviewed and discussed at weekly administrative meetings to inform teacher coaching and necessary professional development.		Robin Lyles	02/01/2023
<i>Notes:</i>					



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently are scheduled to review our SIP with the SWLC on September 15, 2022. We have received some professional development around the district Goals and Guardrails during the Summer Leadership Conference. We currently have a MTSS Facilitator dedicated to providing students with appropriate interventions.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		<p>Collaboration and support from LC and other department staff</p> <p>Professional Development around use of curriculum and instructional materials aligned to the district Goals and Guardrails</p> <p>Professional Development around the use of Branching Minds and Standard Treatment Protocol interventions and Progress monitoring tools</p> <p>Allotments for Interventists and MTSS Facilitators with ongoing professional development for those roles (as applicable)</p> <p>Additional district specialist positions to support the needs of schools</p> <p>Funding for master teachers or differentials to support math and/or ELA instruction in secondary schools</p>		Robin Lyles-Khan	06/14/2024
<b>Actions</b>					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The school has allotted time on the Master Calendar to analysis data and action planning process for classroom visits and observations</p> <p>The school has allotted time on the Master Calendar to analysis and action plan based on benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc.</p> <p>Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</p>	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		<p>Data analysis and action planning process fo classroom visits and observations</p> <p>Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc.</p> <p>Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</p>		Rebecca McAvoy (AP, DOE____)	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/14/22	Based on the assessment calendar, we will analyze data and create action plans using benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc.		Rebecca McAvoy	06/14/2024
<i>Notes:</i> The team will discuss this further to decide addition action steps.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have not developed a plan for this Indicator. We are in the beginning stages of identifying our needs in order to established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Teachers who are on the Staff Wellness and School Culture Committee will participate in creating a rewards system for staff on a monthly basis. .	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		TBA - Will discuss further with the team.		Rebecca McAvoy (AP, DOE____)	09/14/2022
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>SPA has an established Leadership Team that meets weekly to review implementation of effective practices:</p> <p>Robin Lyles - Principal</p> <p>Rebecca McAvoy - Assistant Principal</p> <p>Ivette Gonzalez-Cuevas - Dean of Students</p> <p>Alyssa Dean - Literacy MCL</p> <p>Amanda Mohler - Math MCL</p> <p>Katrina Gordon - MTSS</p> <p>Brandy Sutter - Counselor (1, 3, 5)</p> <p>Brittany Hunsinger - Counselor (K, 2, 4)</p>	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		<p>The members of the leadership team will have clear roles and responsibilities for the 2022-2023 school year.</p> <p>Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</p>		Robin Lyles-Khan	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/14/22	Assign each leadership team member clear roles and responsibilities		Robin Lyles-Khan	10/01/2022
<p><i>Notes:</i> In Progress - This objective will be fully defined as the Admin team meets throughout the first month of school.</p>					

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>Throughout the planning process to open South Pine Academy, the school took initial steps to establish clear lines of communications from the school to home and the home to school. Utilizing Title 1 funds, South Pine has purchased ParentSquare as the tool for two way communication. We have also purchased Smore to be utilized as a tool for teachers to create weekly newsletters to families. Further, the school utilized school funds to purchase weekly communication folders to bolster communication between the school and home.</p> <p>School leadership sends out weekly communication to families in both English and Spanish. A variety of community partnerships were developed, including Calvary Church and Novant Health, to provide supplies and services for students and their families.</p>	Limited Development 09/05/2021		
<i>How it will look when fully met:</i>		<p>These indicators will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ol style="list-style-type: none"> <li>1. Consistent Parent/Teacher Communication</li> <li>2. Parent/Family Attendance (Engagement) to School Events</li> <li>3. Parents will have an sense of strong communication between school and home.</li> </ol>		Ivette Gonzalez (Student Services Facilitator)	02/01/2023
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	6/1/22	The school will host a Fall and Spring Curriculum Night (Math and Literacy) to share strategies with families to enhance instruction at home. End of Grade tests will also be discussed. 100% Teachers will utilize student agendas to communicate daily to parents with both instructional and behavior student feedback.		Robin Lyles-Khan	02/02/2023
<i>Notes:</i> 90% parents will be connected to ParentSquare.					