

Comprehensive Progress Report

- Mission:** The mission is to lead our students to achieve educational excellence, inspire intellectual curiosity and creativity so that all students reach their full potentials while working in an inclusive, student-centered environment.
- Vision:** To inspire students to reach their potential as life long learners through a variety of learning experiences, where responsibility for teaching and learning is respectfully shared among students, parents, staff and community.
- Goals:**
- To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)
 - 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. (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. (Aligns to A4.06)
 - 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 28.6% in SY2021-22 to 39.3% 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 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 69% in SY2022-23 and 74% in SY2023-24. The percent of students reporting a positive self-perception of their engagement 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)
 - 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	
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
Initial Assessment:			In 2022, grade level teams meet together weekly for planning , on an A-E day rotation schedule. Grade level PLCs (including designated Multi-Classroom Leader/instructional support) collaborate to implement the district's curriculum and instruction expectations, including the use of district created support resources. Grade level PLCs utilize Mastery Connect for assessment/data as required by the district. All grade level teams are implementing EL Education curriculum for literacy and enVisions for math. In 2022, K-5 instructional teams are utilizing district created resources, lessons, and materials for both Science and Social Studies- which are aligned to the North Carolina State Essential Standards.	Limited Development 08/11/2022		
How it will look when fully met:			<p>Kindergarten-5th Grade teams will meet in scheduled Professional Learning Community meetings every five rotation days (A-E). Teams will collaborate with support of a Multi-Classroom Leader and/or Grade level assigned administrator in order to work collectively to improve instruction and student achievement, for all subject areas. All instructional teams will collaborate to ensure standard aligned units of instruction, clearly identify learning objectives and criteria for mastery. Teams will continually assess student mastery and create well-designed learning activities aligned to objectives. Corresponding materials will be well organized and easily accessible for all involved educators. EC, ML, and TD teachers will be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners. All learners' level of understanding will be continually monitored (across subject areas) so that instruction can be adjusted as needed, to meet individual students' needs. Multi-Classroom Leaders will serve as they lead instructional support and will provide feedback with designated grade level PLC meetings. Lesson plans will also be available upon request, in all classrooms.</p> <p>In order to determine if this objective has reached full implementation, we will use the following data sources: Grade level PLC meeting agendas and notes, MAP data/results, End of Grade testing data/results, EVAAS data, EL Benchmark Assessments, CMS math assessments/enVisions assessments.</p>		Ashley Moore- Process Manager	06/15/2024
Actions				0 of 4 (0%)		

8/30/22	All grade level teams implement standard aligned units that follow the CMS pacing recommendations and align to North Carolina State Standards. (Goal 1- increase CCR)		Multi-Classroom Leaders (East, Fitch, Moore)	02/01/2023
<i>Notes:</i> This action step will be monitored weekly in grade level PLC meetings and in classroom walkthroughs/observations.				
9/7/22	K-5 Grade level teams will utilize formal assessments are provided and required by the district. Teams will create informal opportunities to track students' progress that align with standards. (Goal 1- increase CCR)		Multi-Classroom Leaders (East, Fitch, Moore)	02/01/2023
<i>Notes:</i> This action step will be monitored in grade level PLC meetings as formal and informal assessments are scheduled. Formal assessment data sources: DIBELS, MAP, PAST, EL Benchmarks, EL Module Mid and End of Unit Assessments, CMS Math Topic Assessments Informal assessment data sources: Student work samples, daily Exit tickets, Math Fluency pages, DIBELS progress monitoring *The analysis of this data will take place: Formal- September (BOY), January (MOY), and May (EOY); Informal- Weekly PLC meetings, Weekly walkthroughs				
9/7/22	K-5 Grade level teams will collaborate with TD, ML, and EC teachers to ensure the needs of all learners are being met. Collaboration will occur both in weekly PLC meetings and through electronic communication) (Goal 4-EVAAS)		Multi-Classroom Leaders (East, Fitch, Moore)	02/01/2023
<i>Notes:</i> This action will be monitored in PLC meetings and via electronic communication.				
9/7/22	Lesson plans will be monitored in classrooms, online, and/or during grade level PLC meetings. Feedback will be provided verbally and/or in writing. (Goal 4-EVAAS)		Multi-Classroom Leaders (East, Fitch, Moore)	02/01/2023
<i>Notes:</i> Lesson plan monitoring will vary from teacher to teacher, based upon need and walkthrough feedback data.				

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 2022, the three tiers of the MTSS anchor implementation of meeting students' individual learning needs are in place. Analysis of universal	Limited Development 08/11/2022		

	<p>screeners data (MAP and DIBELS) as well as EL benchmark assessments provides information for students who need support beyond the core instruction- including both Supplemental and Intensive supports. Individual needs are met in literacy by utilizing the Standard Treatment Protocol. Students' individual needs (across all sub-groups) are met during designated small group instructional times. During this time, students meet with the teacher for a specific academic need or enrichment that meets their individual needs. Students who do not show progress at the Supplemental level are moved to Intensive level of support. Parent meetings are held to communicate student needs and partner in improving student outcomes. Our MTSS team meets monthly (more if needed) to review student progress and adjust students' level of support, as needed, to include students across all subgroups. Our MTSS leadership team and administrative team attended Branching Minds professional development in the summer, and will work to train teachers on this new platform in the fall of 2022. Ongoing professional development and support will occur throughout the school year.</p>			
How it will look when fully met:	<p>A strong instructional core will be in place that meets the academic, behavioral, and social emotional needs of all students. Clear procedures and expectations will be in place that align with the MTSS framework. Teachers will deliver rigorous, standards aligned, data driven lessons through effective teaching practices that meet the individual needs of all students. Students that require additional supports will be provided tiered research-based instructional interventions in foundational areas that students are struggling in (utilizing our Standard Treatment Protocol). Students' progress, growth and success will increase as well as the accuracy in identifying students with true learning disabilities.</p>		Ginger Fitch-Chairperson	06/15/2024
Actions		0 of 5 (0%)		
9/7/22	<p>The MTSS process will be reviewed with staff and professional development will be created around the MTSS process, as needed. (This includes training on the new platform: Branching Minds.) (Goal 1-increase CCR 3rd grade , Goal 4-EVAAS)</p>		Ginger Fitch-Chairperson	02/01/2023
<p><i>Notes:</i> Continued professional development on MTSS processes and procedures will occur during grade level PLC meetings, as needed. -use of standard treatment protocol, specific PD on interventions: iReady, OG</p>				
9/7/22	<p>All classroom teachers will create differentiated plans (small group, targeted instruction) based upon the individual needs of students. (Goal 1-increase CCR 3rd grade, Goal 4-EVAAS)</p>		Ginger Fitch-Chairperson	02/01/2023

Notes: Differentiated, small group plans will be monitored throughout the school year- both on informal walkthroughs and formal observations (by Admin. and MCLs). Feedback will be provided accordingly.

9/7/22 MTSS team meetings will be held monthly (more as needed) to discuss students and their areas of need. The MTSS team will look at various sources of data to determine the support needed by students. (Goal 1-increase CCR 3rd grade, Goal 4-EVAAS)

Ginger Fitch-
Chairperson

02/01/2023

Notes: MTSS meetings- monthly AND as needed; grade level caseloads discussed on review dates in grade level PLC meetings
Support services and EC team meetings to occur weekly

9/7/22 With guidance from our MTSS leadership team, teachers will implement and use the Standard Treatment Protocol and Data Decision Rules to meet the needs of students across all tiers. (Goal 1-increase CCR 3rd grade, Goal 4-EVAAS)

Ginger Fitch-
Chairperson

02/01/2023

Notes: MCLs will monitor use of the Standard Treatment Protocol and data decision rules in designated grade levels.

9/28/22 Implement and utilize data tracking across K-5 classrooms, specifically monitoring the progress of Black and Hispanic students. Progress and data will in turn drive instructional moves and determine appropriate interventions (if applicable). (Goal 1- increase CCR 3rd Grade)

Multi- Classroom
Leaders: East, Fitch
Moore

02/01/2023

Notes: -All classroom data points will be closely monitored within PLC meetings- specifically for Black and Hispanic students.
-Multi-classroom leaders will ensure progress monitoring occurs as scheduled and adjustments to interventions/support needs are made, accordingly to data

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:

In 2022, our two school counselors have looped with their respective grade levels from the previous school year to provide consistency with support for students and families. Classroom teachers are meeting weekly in PLCs to plan daily lessons using the Caring Schools curriculum. Each teacher's daily schedule reflects a 15 minute morning meeting and a 10 minute closing circle to promote social/emotional skills for all students. These lessons explicitly teach social/emotional skills for students to utilize in and out of the classroom environment. Informal walkthroughs are used to provide feedback to teachers on the implementation of this curriculum. Any Professional

Limited Development
08/11/2022

	Development needs will be on going to support teachers in implementing social/emotional support for all students. Teachers and support staff share and discuss data around student needs and behaviors at weekly PLC meetings. They work collaboratively to share interventions and strategies to meet these needs. Our Mindfulness class (special area) is continuing this school year as well.			
How it will look when fully met:	<p>Support staff, classroom teachers, and counselors will continue to work together in meeting the needs of the students in their respective grade levels. Teachers will communicate behavior concerns to the two counselors who will then work to support and facilitate the MTSS process to develop, implement, and monitor behavior plans for those students. Counselors will meet with teachers at PLC meetings to discuss effectiveness and make adjustments as needed. Teachers will continue to devote daily classroom time to teaching social/emotional skills and receive feedback from MCLs, counselors, and administration. Our Professional Development committee will continue to find opportunities to support teachers around social/emotional learning.</p> <p>When this objective is fully met, students will have developed strategies to better understand their emotional needs and learned successful ways to manage these emotions and behaviors. Students will implement these strategies within the classroom which will result in increased instructional time, leading to a growth in student achievement. Through the promotion of social/emotional skills we should see a decline in chronic absences. Through the use of the emotional and behavioral supports, we should see a decline in the number of office referrals and student/parent conferences with administration.</p>		Jennifer Cunningham	06/15/2024
Actions		0 of 3 (0%)		
8/30/22	Students in 100% of classrooms will participate in the Caring Schools curriculum to learn social/emotional skills and strategies during a daily Morning Meeting and Closing Circle. (Guardrail 1- maintain OSS at 0%; Guardrail 3-self-efficacy & engagement)		Jessica Holbrook	02/01/2023
Notes: Each grade level will plan and implement daily morning meetings and closing circles that will be monitored 1 time per week by classroom visits. The progress of students will be shared and discussed during week PLC meetings. These discussions will include monitoring through discipline data, panorama data, and teacher observations.				

8/30/22	Student Services Team Meetings will occur (Mondays/as needed). EC department, MTSS team, Counselors, Administration, Nurse, and school based therapist will share progress on supports and interventions being provided to students. They will also discuss any new concerns and/or needs in regards to behavior, social/emotional needs, and/or attendance. (Guardrail 3-self-efficacy & engagement)		Jessica Holbrook	02/01/2023
<i>Notes:</i> This action is ongoing and will occur weekly.- Adjustments are made as needed each week. Once completed and available, the use of Panorama data will be used to determine student needs- specific to students' self-perception of their self-efficacy.				
8/30/22	Counselors and administration will form an attendance review team to catch student attendance problems early following CMS Board Policy. (Guardrail 3-self-efficacy & engagement)		Jessica Holbrook	02/01/2023
<i>Notes:</i> The student attendance action plan outlines interventions and consequences following attendance policies. Teachers will ensure students' classroom is has positive school community. Counselors and administration will provide training for staff on strategies to improve their school culture if needed.				

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>			In 2022, the Principal meets daily with the Assistant Principal and Multi-Classroom Leaders to monitor and discuss curriculum and instruction. The Principal attends weekly grade-level PLC meetings. Administrators and Multi-Classroom Leaders are developing a plan for walkthroughs and feedback. A formal observation schedule has been created and shared with all staff members. The Principal has established and utilized Multi-Classroom Leaders to be the instructional leaders for their assigned grade levels.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			To fully meet this objective, the Principal will establish expectations and processes for team planning and for instructional delivery. The Principal, Assistant Principal, and Multi-Classroom Leaders will monitor the work, meet with teams, visit classrooms, and reinforce high leverage instructional practices. The Principal, Assistant Principal, and		Jessica Holbrook	06/15/2024

<p>Multi-Classroom Leaders will visit classrooms both formally and informally to observe what instruction looks like throughout the school. A process will be in place to ensure all classrooms are visited and monitored, and that feedback is provided to teachers in a timely manner. The Principal, Assistant Principal, and designated Multi-Classroom Leaders will attend grade level planning meetings for respected grade levels.</p> <p>Data sources to monitor progress- may include (but not limited to): Evaluation data, Classroom walkthrough data, Staff, student, and family survey data, Student outcome data-MAP, EOG, EL Curriculum Benchmark, DIBELS, Math Assessments</p>				
Actions		0 of 3 (0%)		
9/2/22	The Principal will meet with the Admin. Team/Instructional Leaders to discuss and monitor curriculum and classroom instruction. (Goal 1-increase CCR, Goal 4-EVAAS)		Jessica Holbrook	02/01/2023
Notes: Daily in Admin. team meetings, monthly in School Improvement Team meetings				
9/2/22	The Principal, Assistant Principal, and/or designated Multi-Classroom Leader will conduct short, informal visits to classrooms and provide feedback within 24 hours to classroom teachers (regarding curriculum and instruction.) (Goal 1-increase CCR; Goal 4-EVAAS)		Jessica Holbrook	02/01/2023
Notes: *Team will utilize district created Core Action walkthrough resources to guide walkthrough feedback. --Walkthrough schedule designates 7 classrooms per week, for each member of the leadership team; -Leadership team will calibrate walkthroughs together- in order to effectively identify trends and next steps -Feedback will be provided to teachers within 24 hours-copy of walkthrough form in mailbox; emails and/or in person dialogue regarding lesson walkthroughs as needed				
9/2/22	The Principal Assistant Principal, and Multi-Classroom Leaders will attend Grade Level PLC meetings to offer support and guidance on curriculum and instruction. (Goal 1-increase CCR, Goal 4-EVAAS)		Jessica Holbrook	02/01/2023
Notes: Holbrook: 3rd-5th Brammer: K-2nd Moore: K, 3rd Fitch: 1st, 2nd East: 4th, 5th				

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
Initial Assessment:			In 2022, we communicate with parents and guardians about our school expectations and the importance of the curriculum at home. We ensure all students have received and reviewed our Student/Family Handbook by sending home hard copies and including a signature page (teachers tracking submission). We have school-wide communication folders, in which all classroom teachers send home on Thursdays- including updates, information, and student work. We utilize Connect Ed and ListServ to send messages to families. Classroom teachers provide their families with curriculum updates via weekly emails and/or newsletters. We will hold our annual Curriculum Night on September 22nd.	Limited Development 08/11/2022		
How it will look when fully met:			Two-way communication, to bridge home and school will contribute to powerful, positive outcomes for students. Two parent surveys will be conducted throughout the school year, and 100% of parents will indicate that they receive consistent communication from the school about expectations and what they can do to support their children's learning. This data will be utilized to monitor the effectiveness of parent communication. Parent conferences will be held a minimum of once a year and teachers will track attendance. In addition, teachers will hold individual conferences as they are needed throughout the school year. We will have evidence of parent/family outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.)- including providing intensive outreach to unresponsive families.		Elizabeth Brammer	06/15/2024
Actions				0 of 4 (0%)		
		9/7/22	All classroom teachers will maintain a detailed communication log, tracking individual communication with all students' families. (Goal 4-EVAAS)		Classroom Teachers	02/01/2023
Notes:						

9/7/22	All classroom teachers will establish a process to communicate with parents on a weekly/monthly basis. Communication will occur through (but not limited to) email, phone calls, personal notes, teacher/school website, Class DoJo, and/or newsletters. (Goal 4-EVAAS)		Classroom teachers	02/01/2023
<i>Notes:</i> Grade level administrator and multi-classroom leader(s) to be included on all communication to parents (monitored accordingly).				
9/23/22	Classroom teachers will share/send home bi-monthly General Learner Outcome forms. Forms will include individualized updates on students' behavior outcomes ("GLOs") and 3 grade level specific, open ended questions to engage families/children in conversation about current learning. (Guardrail-maintain OSS at 0%; Goal 4-EVAAS)		MCLs: East, Fitch Moore	02/01/2023
<i>Notes:</i> -Two-way communication form: Parent(s) to sign, comment and return to school -Multi-Classroom Leaders will assist in the development of these forms for respective grade levels (East-4th/5th, Fitch 1st/2nd, Moore K/3rd) MCLs and Admin. will ensure these are sent home on designated days.				
9/7/22	Two parent/family surveys will be conducted to monitor the effectiveness of two-way communication throughout the school year. (Goal 4-EVAAS)		Admin. Team	06/15/2023
<i>Notes:</i> Monitored following each survey; adjustments made accordingly to communication				

Principal Attestation




My signature verifies that I adhered to the aforementioned statutory requirements. The 2022-2023 School Improvement Plan was voted on by staff secret ballot on September 29, 2022.

Principal Name	Jessica Holbrook	Principal Signature	<i>J Holbrook</i>	Date	9/29/22
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School Improvement Team Member Approval for the 2022-2023 SIP and Safety Plan

My signature verifies that I am a voting member of the School Improvement Team and that I have reviewed and approve the 2022-2023 School Improvement Plan and Safety Plan.

SIT Team Member Name	SIT Role/Representative <small>*Please identify what seat or group this member is representing. See examples below.</small>	SIT Team Member Signature	Date
1. Jessica Holbrook	Principal	<i>J Holbrook</i>	9/29/22
2. Elizabeth Brammer	AP Representative	<i>E Brammer</i>	9-29-22
3. Anitra Freeman	Instructional Staff	<i>Anitra Freeman</i>	9/29/22
4. Ashley Moore	Instructional Support Staff	<i>Ashley Moore</i>	9/29/22
5. Jazmine Guzman	Instructional Assistant	<i>Jazmine Guzman</i>	9/29/22
6. Ginger Fitch	Instructional Support Staff	<i>Ginger Fitch</i>	9/29/22
7. Molly East	Instructional Support Staff	<i>Molly East</i>	9/29/22
8. Jennifer Cunningham	Counselor	<i>Jennifer Cunningham</i>	9/29/22
9. Ashlei Holton	PTO President	<i>Ashlei Holton</i>	10-3-22
10. Amanda Knipp	Parent	<i>Amanda Knipp</i>	10/3/22
11. Meghan Stamper	Parent	<i>Meghan Stamper</i>	10/3/22
12. Melissa Hart	Parent	<i>Melissa Hart</i>	10/1/22

13. David Judge	Parent		09/29/22
14. Camerin Watson	Parent		09/29/22
15. Charu Kumarhia	Parent		09/29/22