

## 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 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.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The school experienced success with maintaining a low number of incidents throughout the school year by implementing restorative practices with students. Students were provided supports using the MTSS process. Students who required supplemental or intensive behavior plans were monitored by teachers, student services and administrators in an effort to positively impact student engagement in instruction.

The school experienced some challenges with meeting the disproportionality goal. The first year of the school's operation was 2021-2022. The following year, the school enrollment increased and 5th grade was added. A large portion of the incident data was concentrated in the 5th grade. Some of the classrooms were staffed with guest teachers or other non-certified staff who have not received formal training in classroom management.

During the 2023-2024 school year, there are opportunities for improvement. The school will be using Title 1 funds to purchase No Nonsense Nurturer (NNN) professional development. The professional development helps participants will learn the language and practice the steps of the No-Nonsense Nurturer Four-Step Model. During the time participants spend time unpacking the relationship paradigms, unpacking the how/what and why of giving precise directions, utilizing positive narration, implementing accountability systems, building relationships and apply all four steps of being a No-Nonsense Nurturer.

What opportunities exist to maintain our Out-of-School Suspension (OSS) data for Black students at less than 5 % for the 2023-2024 school year?

Limited Development  
09/14/2022

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, we will 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) Every student will feel like a superstar at South Pine Academy. All students will be provided with the necessary tools to meet their social-emotional and academic goals. Student strengths will be capitalized on and each student will experience a sense of belonging among their peers, the staff and the school. Differences will be celebrated and difficulties will be used as opportunities for learning. Students will be instilled with discipline that allow them to possess the necessary skills to be successful in school and beyond.</p> <p>Teachers will have the knowledge and skills to effectively manage their classrooms. They will be able to meet students' social-emotional needs by partnering with other school staff and families. A wide variety of supports and interventions will be in place to ensure students are able to effectively solve problems on their own or with the help of an adult. Teachers will consistently use curriculum for SEL, such as the Caring Schools Curriculum, to explicitly teach students how to manage their emotions and positively participate within the school setting.</p> <p>Screeners, such as the Panorama screener, will give valuable insight and data into what support is needed for individual students. Each disciplinary action will be considered with the whole child in mind, and suspensions will be used as a last resort. Alternatives to suspension, logical consequences and restorative practices will be engrained in daily life at the school. All staff will be knowledgeable about the practices and use them daily to support student wellbeing.</p>		<p>Robin Lyles-Khan</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>9/27/23</p>	<p>Teachers will review their classroom rules, procedures, and expectations weekly during SEL meetings in order to positively impact student's ability to self-management (Guardrails 1 and 3)</p>		<p>Classroom Teachers</p>	<p>06/15/2024</p>
<p>Notes:</p>				

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>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level for the 22-23 school year was 10.7% our SIP goal was 28.8%.</p> <p>We feel that we have seen success towards this goal. Our Instructional leadership team facilitated 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. At the end of each cycle our grade level teams met with their data and data analysis documents in the planning room. They analyzed the data, grouped students based on their individual needs, and planned reteach and interventions to be delivered during small group instruction. We then decided to flex group across the grade level in order to leverage the strengths on our teams based on teacher data and which teachers are Orton Gillingham trained.</p> <p>While we made progress towards our objective to develop standards-aligned units of instruction for each subject and grade level. We believe there is an opportunity to strengthen our practice and complete our objective as we are 18.1 % away from meeting our 28.8% goal for Black and Hispanic students combined.</p> <p>The Instructional leadership team will receive professional development through the Relay Graduate School of Education. The focus of this professional development is to increase participant's knowledge of instructional best practices including protocols for highly effective instruction, PLC meetings and data meetings.</p>	Limited Development 09/05/2021		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	

<p><b>How it will look when fully met:</b></p>	<p>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. The majority of students will achieve at high levels, including EOG scores that fall in the College and Career Ready (CCR) level. Instructional teams will effectively implement the curriculum with integrity by using high quality instructional materials and scaffolding when needed to meet individual student needs. Teams will regularly consider alignment of the curriculum to standards to ensure students have the necessary prerequisite information to master the standards. Support staff such as administrators, facilitators/MCLs, ML, EC, etc will attend to share research-based strategies that support all learners.</p> <p>With full implementation, all students will have their needs met through high levels of collaboration from the staff at the school. Staff will work towards the common goal of growing students and holding high expectations for students to meet CCR levels. Staff will have strong content knowledge and will be aware of power standards that are the most critical for student success. Data would be collected at each stage of learning to assess what students know before they are taught, what they learn from the instruction and what they need remediation on in order to master the standard. Each lesson activity would be purposeful, data-driven and standards-aligned.</p> <p>Learning targets will be posted in every classroom that are standards-aligned. Staff have depth of knowledge of the unpacking of these standards as well as what students need to know, do and understand to show mastery. Staff would have strong knowledge of standards alignment and which skills students need in order to grow to the next grade level standard. Staff would have mastery over the curriculum in order to ensure they meet the needs of the students through scaffolding and extension.</p> <p>With full implementation, all students would experience high levels of success at the CCR level. There would be no disproportionality between the achievement of different racial groups. Every teacher would be highly qualified and possess the necessary skills for successful teaching.</p>		<p>Robin Lyles-Khan</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>				
<p>7/13/23</p>	<p>The ILT will create a professional development calendar based on teacher data, in an effort to enhance practice, improve instruction and meet student's needs. (Goal 1, Title I)</p>	<p>0 of 3 (0%)</p>	<p>Instructional Leadership Team</p>	<p>02/28/2024</p>

<i>Notes:</i>			
8/3/23	The ILT will create and implement a coaching caseload to improve teacher instructional practices which will positively impact student academic achievement. (Goal 1, FAM-S 29, Title I)		Instructional Leadership Team 06/15/2024
<i>Notes:</i>			
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. (Goal 1, Title I)		Instructional Leadership Team 06/15/2024
<i>Notes:</i>			
<b>Implementation:</b>		06/12/2023	
<i>Evidence</i>	6/12/2023		
<i>Experience</i>	6/12/2023		
<i>Sustainability</i>	6/12/2023		

<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>

**Initial Assessment:**

Our school grew from 38th percentile in 21-22 to the 43rd percentile in 22-23 overall (for all grades) as measured by the MAP Reading assessment. Kindergarten thru 2nd Grade students DIBELS scores were used to create small groups. Our EOY data shows Kindergarten with 34% meeting benchmark and 23 % exceeded benchmark. First grade students scores show 26% met benchmark and 31% exceeded benchmark. Second Grade students scores 23% met benchmark and 9% exceeded benchmark. Based on our data 57% of Kindergarten and 1st grade met or exceeded growth while 32% of 2nd grade met or exceed growth. Also, based on the EOG, 4th grade grew in CCR in Reading from 17.7% to 26.7% (+9%). Will will re-assess our progress once we receive EVAAS data in the fall.

We were successful in implementing a tiered instructional system that allowed teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. However we still have work to do schoolwide to meet our individual grade level goals.

Our challenges for our upper grades was having Guest Teachers teaching the content and providing interventions. Although we appreciate having their support in the building it was not a substitute for a licensed qualified teacher.

We have opportunities for improvement by working with our human capitol partner, the CMS Residency Program and Teach for America to get teachers with strong content knowledge placed at our school. We also sent a team to scouting talent at the CMS Summer Career Fair to find qualified teachers for our classrooms next school year.

Next year we will continue to develop systems 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.

Limited Development  
09/05/2021

<p><b>How it will look when fully met:</b></p>	<p>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 literacy and math as well as social-emotional needs. Teams will support one another in implementing best practices for the interventions while grounding the work in research-based strategies. Specialists will be in place to train, coach and support staff members with their progress monitoring and data collection to ensure all students are successful within the MTSS framework.</p> <p>Data will be collected formally and informally to ensure staff have adequate information about their students' strengths and areas of need. All students will be challenged within the framework by ensuring strong knowledge of content standards, enriching the curriculum for students achieving above grade level and intervening in a timely manner for students who are not performing at grade level.</p> <p>All staff will operate with an asset-based mindset that builds upon what students can do. Strong collaboration within PLCs, staff meetings and professional development will result in high levels of teaching and learning regardless of a students' achievement level. Because of this, students will show high growth or they will receive interventions to mitigate any factors that are impeding their growth.</p> <p>Teachers will have a strong knowledge of differentiation. They will augment their core instruction to ensure all students receive what they need to be successful. Students will be further supported in small group instruction that is tailored to their individual needs. Students and teachers will be clear on what their learning targets are throughout the lesson and what is expected of them to be successful. Assessments will provide feedback and a road map for each individual student as a pathway to mastery.</p>		<p>Schalen McGregor, 9/6/23</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p>0 of 3 (0%)</p>		
<p>7/13/23</p>	<p>MTSS team will develop a system to document, follow-up and communicate with parents student's areas of need and progress quarterly in order to ensure that parents are informed of their child's behavioral and instructional levels. (Goal 4, Title I)</p>		<p>MTSS Team</p>	<p>02/28/2024</p>
<p>Notes:</p>				



	8/3/23	The MTSS team will meet bi-weekly to review data in Branching Minds in order to strategically plan and make data driven decision on behalf students. (Goal 4, Title 1)		MTSS Team	06/15/2024	
<i>Notes:</i>						
	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, provide appropriate interventions and monitor progress utilizing school data and Branching Minds. (Goal 4, FAM-S 3, Title I)		MTSS Team	06/15/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

During the 2022-2023 school year, the target goal for disproportionality of suspensions was 11.6% which would be a reduction from the school year 2021-2022. During the 2022-2023 school year, the disproportionality of suspensions rate was 48.3%.

The school experienced success with maintaining a low number of incidents throughout the school year by implementing restorative practices with students. Students were provided supports using the MTSS process. Students who required supplemental or intensive behavior plans were monitored by teachers, student services and administrators in an effort to positively impact student engagement in instruction.

The school experienced some challenges with meeting the disproportionality goal. The first year of the school's operation was 2021-2022. The following year, the school enrollment increased and 5th grade was added. A large portion of the incident data was concentrated in the 5th grade. Some of the classrooms were staffed with guest teachers or other non-certified staff who have not received formal training in classroom management.

During the 2023-2024 school year, there are opportunities for improvement. The school will be using Title 1 funds to purchase No Nonsense Nurturer (NNN) professional development. The professional development helps participants will learn the language and practice the steps of the No-Nonsense Nurturer Four-Step Model. During the time participants spend time unpacking the relationship paradigms, unpacking the how/what and why of giving precise directions, utilizing positive narration, implementing accountability systems, building relationships and apply all four steps of being a No-Nonsense Nurturer.

Limited Development  
09/05/2021

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, every student will feel like a superstar at South Pine Academy. All students will be provided with the necessary tools to meet their social-emotional and academic goals. Student strengths will be capitalized on and each student will experience a sense of belonging among their peers, the staff and the school. Differences will be celebrated and difficulties will be used as opportunities for learning. Students will be instilled with discipline that allow them to possess the necessary skills to be successful in school and beyond.</p> <p>Teachers will have the knowledge and skills to effectively manage their classrooms. They will be able to meet students' social-emotional needs by partnering with other school staff and families. A wide variety of supports and interventions will be in place to ensure students are able to effectively solve problems on their own or with the help of an adult. Teachers will consistently use curriculum for SEL, such as the Caring Schools Curriculum, to explicitly teach students how to manage their emotions and positively participate within the school setting.</p> <p>Screeners, such as the Panorama screener, will give valuable insight and data into what support is needed for individual students. Each disciplinary action will be considered with the whole child in mind, and suspensions will be used as a last resort. Alternatives to suspension, logical consequences and restorative practices will be engrained in daily life at the school. All staff will be knowledgeable about the practices and use them daily to support student wellbeing.</p>		<p>Robin Lyles-Khan</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p>0 of 3 (0%)</p>		
	<p>9/15/22 The Student Services Team will develop a system to monitor student attendance, ensure student attendance is celebrated school-wide, and provide intervention as needed in an effort to decrease our school-wide chronic absenteeism and late tardies. (Guardrail 1 and 3, FAM-S 31, Title I)</p>		<p>Student Services PLC</p>	<p>02/28/2024</p>
<p>Notes:</p>				
	<p>7/13/23 The Student Services Team will revamp our behavior matrix to include the Ron Clark House System which includes, behavior incentives, restorative practices and opportunities for student engagement. (Guardrail 1, FAM-S 30, Title I)</p>		<p>Student Services PLC</p>	<p>06/15/2024</p>
<p>Notes:</p>				

8/3/23	Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. (Aligns to EVAAS) <a href="https://docs.google.com/document/d/1lkYwyRzNWdt5eoN-PypnFCsdOGgGGqSnmPUhwOrvPVM/edit?usp=sharing">https://docs.google.com/document/d/1lkYwyRzNWdt5eoN-PypnFCsdOGgGGqSnmPUhwOrvPVM/edit?usp=sharing</a> (Guardrail 1 and Guardrail 3)		Instructional Leadership Team	06/15/2024		
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Our school grew from 38th percentile in 21-22 to the 43rd percentile in 22-23 overall (for all grades) as measured by the MAP Reading assessment. Kindergarten thru 2nd Grade students DIBELS scores were used to create small groups. Our EOY data shows Kindergarten with 34% meeting benchmark and 23 % exceeded benchmark. First grade students scores show 26% met benchmark and 31% exceeded benchmark. Second Grade students scores 23% met benchmark and 9% exceeded benchmark. Based on our data 57% of Kindergarten and 1st grade met or exceeded growth while 32% of 2nd grade met or exceed growth. Also, based on the EOG, 4th grade grew in CCR in Reading from 17.7% to 26.7% (+9%). Will will re-assess our progress once we receive EVAAS data in the fall.</p> <p>We were successful in implementing the MTSS tiered instructional system that allowed teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. However we still have work to do schoolwide to meet our individual grade level goals.</p> <p>Our challenges for our upper grades was having Guest Teachers teaching the content and providing interventions. Although we appreciate having their support in the building it is not a substitute for a licensed qualified teacher.</p> <p>We have an opportunity for improvement through our developing plans to support student transitions from grade level to grade level by using data to create strategic scheduling for interventions and bi-weekly meetings to monitor student performance to provide appropriate interventions and monitor progress utilizing school data and Branching Minds.</p>	Limited Development 09/14/2022		

<p><b>How it will look when fully met:</b></p>	<p>When we this objective is fully met all students will receive the interventions based on their individual needs that will foster growth as they move from grade level to grade level, through the MTSS process. Teachers will have knowledge of the standards they teach for their grade level, as well as the vertical alignment across grade levels below and above them so they have a strong sense of what students should already know and what their next skill is as they continue to grow academically.</p> <p>Families and students of PreK and Kindergarten students will receive support from teachers and staff in the form of orientation, conferences and ongoing feedback to support our youngest students with transitions into elementary school. Teachers of these students will be well versed in LETRS training in order to begin laying the foundations for learning to read.</p> <p>As students progress through the grades, supplemental and intensive plans will be used to address gaps in learning for students and ensure they are showing growth on interventions. Students who do not will be referred for further support to ensure they are receiving what they need to be successful.</p> <p>Our 5th grade students will participate in several transition activities such as Middle School visits and course selection meetings so students begin to gain familiarity of the differences between Elementary and Middle School. 5th grade teachers and staff will foster the social and emotional needs of the students as they prepare for this transition by ensuring there is early and often communication between families about their child's progress academically and social-emotionally.</p>		<p>Robin Lyles-Khan</p>	<p>06/15/2024</p>
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<b>Actions</b>	<b>0 of 1 (0%)</b>		
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9/28/23	<p>We will hire an MTSS Facilitator who will assist teachers in developing plans to provide students with the appropriate interventions based on their individual academic needs, conduct bi weekly meetings to monitor student performance, provide appropriate interventions, and monitor progress utilizing school data and Branching Minds.</p>		Admin Team	06/15/2024
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>

	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
<p><i>Initial Assessment:</i></p>			<p>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level for the 22-23 school year was 10.7% our SIP goal was 28.8%.</p> <p>The Admin team feels we have seen success towards this goal. The admin team meets weekly to plan for how our 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. At the end of each cycle our grade level teams met with their data and data analysis documents in the planning room. They analyzed the data, grouped students based on their individual needs, and planned reteach and interventions to be delivered during small group instruction. We then decided to flex group across the grade level in order to leverage the strengths on our teams based on teacher data and which teachers are Orton Gillingham trained.</p> <p>While we put time and effort into analyzing the data team we are also working with the DUSI team to teach our staff to analyze the data as well in order to plan intentionally for instruction. The challenges we faced is that we are in the hiring process for an MTSS Facilitator and a Literacy Facilitator. We are not operating at full capacity.</p> <p>While we made progress towards our objective we believe there is an opportunity to strengthen our practice and complete our objective as we are 18.1 % away from meeting our 28.8% goal for Black and Hispanic students combined.</p> <p>The Admin team will continue to facilitate data discussions that will support classroom teachers, and support staff, in augmenting core instruction. Our action steps will be to provide professional development and coaching to grow our staff.</p>	<p>Limited Development 09/14/2022</p>		

<p><b>How it will look when fully met:</b></p>	<p>The admin team will to recruit teachers, MTSS, MCL's and Literacy facilitators that can positively impact staff and student outcomes. The leadership team will meet weekly to discuss current walkthroughs, data and other relevant information to ensure practices are implemented that are proven to positively impact student achievement. In addition to this, several meetings will be conducted to ensure teams across the school are receiving the coaching and support needed to be successful. This includes Student Services Team (SST) meetings, EC and ML team meetings as well as Professional Learning Community (PLC) meetings for each grade level.</p> <p>MCLs and Facilitators will lead teams through effective planning processes. These leaders will be knowledgeable about the curriculum and lead their teams and teachers to become knowledgeable as well. The teams will spend more time modeling and dissecting data because they have done the prework to internalize their lessons ahead of PLC meetings. This will lead to high levels of academic achievement for all students.</p> <p>All staff will participate in professional development on research-based instructional practices based on individual needs. Beginning Teachers will be assigned mentors and participate in the BTSP program to support their development as new teachers. Experienced teachers will receive professional development tailored to their professional goals and this will results in highly effective teaching across the school.</p>		<p>Robin Lyles-Khan</p>	<p>06/14/2024</p>
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/27/23	The Admin team will meet weekly to plan logistically, review discipline, data, curriculum and instruction to positively impact school improvement (All goals).		Admin Team	06/15/2024
<i>Notes:</i>				

**Core Function:** **Dimension B - Leadership Capacity**

**Effective Practice:** **Distributed leadership and collaboration**

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level for the 22-23 school year was 10.7% our SIP goal was 28.8%.

We feel that we have seen success towards this goal. Our Instructional leadership team facilitated 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. At the end of each cycle our grade level teams met with their data and data analysis documents in the planning room. They analyzed the data, grouped students based on their individual needs, and planned reteach and interventions to be delivered during small group instruction. We then decided to flex group across the grade level in order to leverage the strengths on our teams based on teacher data and which teachers are Orton Gillingham trained.

While we put time and effort into analyzing the data and flexibly grouping after each assessment cycle. The challenges we faced was chronic absenteeism. When students are absent they are unable to receive the instruction no matter how well planned we are. We will address our issue with Chronic Absences by having our school Social Worker focus on a schoolwide positive reward system for good attendance, parent phone calls and home visits.

While we made progress towards our objective to develop standards-aligned units of instruction for each subject and grade level. We believe there is an opportunity to strengthen our practice and complete our objective as we are 18.1 % away from meeting our 28.8% goal for Black and Hispanic students combined.

The Instructional leadership team will continue to facilitate data (MAP, DIBELS, BOG, ELI) analysis for all classroom teachers, including instructional support staff, to augment core instruction. Our action steps will be to flex group across the grade level, intentional planning of scaffolds and to determine professional development/coaching needs for our staff.

Limited Development  
09/14/2022



<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, teams will regularly consider alignment of the curriculum to standards to ensure students have the necessary prerequisite information to master the standards. Support staff such as administrators, facilitators/MCLs, ML, EC, etc will attend to share research-based strategies that support all learners. Each team will meet for literacy, math and small group PLCs to ensure shared collaboration on planning and instruction decisions.</p> <p>Staff will be allocated to a variety of teams to provide leadership in planning. MCLs, Facilitators, EITs and admin will be active participants in the planning meetings. All students will have their needs met through high levels of collaboration from the staff at the school. Staff will work towards the common goal of growing students and holding high expectations for students to meet CCR levels. Staff will have strong content knowledge and will be aware of power standards that are the most critical for student success. Data would be collected at each stage of learning to assess what students know before they are taught, what they learn from the instruction and what they need remediation on in order to master the standard. Each lesson activity would be purposeful, data-driven and standards-aligned.</p> <p>With full implementation, all students would experience high levels of success at the CCR level. There would be no disproportionality between the achievement of different racial groups. Every teacher would be highly qualified and possess the necessary skills for successful teaching. Position allocations and Title I Funding will be used to support this effort.</p>		<p>Robin Lyles-Khan</p>	<p>06/14/2024</p>
<p><b>Actions</b></p>		<p>0 of 1 (0%)</p>		
<p>9/27/23</p>	<p>Teachers will meet weekly for their grade level PLC meetings, each responsible for planning a content area, prepared to share lesson plans with their colleagues in an effort to ensure standards-aligned lessons and pacing. (Goal 1)</p>		<p>ILT Team</p>	<p>06/15/2024</p>
<p>Notes:</p>				

<p><b>Core Function:</b></p>		<p><b>Dimension B - Leadership Capacity</b></p>			
<p><b>Effective Practice:</b></p>		<p><b>Monitoring instruction in school</b></p>			
<p>KEY</p>	<p>B3.03</p>	<p>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

**Initial Assessment:**

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level at South Pine Academy is 10.7%. Our goal was 28.8%.

The Unofficial EOG Scores for South Pine Academy show our composite GLP went from 31.6% in 2021-2022 to 38.9% in 2022-2023, while CCR went from 17.4% 2021-2022 to 24.4% 2022-2023.

Our composite GLP in reading score went from 22.9% in 2021-2022 to 28.2% in 2023-2024. The composite CCR in reading went from 13.4% in 2021-2022 to 16.3% in 2022-2023.

Our composite GLP math score went from 40.3% in 2021-2022 to 47.5% in 2022-2023. The composite CCR in math went from 21.4 in 2021-2022 to 28.9 in 2022-2023.

Our composite GLP in science is 45.7% in 2022-2023 and our composite CCR in science is 36.2%.2022-2023. This was our first school year with 5th grade students therefore we do not have science data for 2021-2022.

We found success with EOY data showing 3rd grade students as a whole exceeded their literacy projections. MAP data was 105.12% Met Projected Growth. EOY Map data showed 12 level 3 students, 6 Level 4 students, and 7 Level 5 students. In Dibels overall composite data for 3rd grade shows 36.8% met their benchmark goal.

However, some challenges were in Dibels our African American students went from 32.7% to 31.3% GLP in Reading, Hispanic students went from 25.7% to 11.5% GLP in Reading. For Black and Hispanic students combined our CCR in Reading for 3rd grade students went from 17.1% in 2021-2022 to 11.9% in 2022-2023.

Opportunities for improvement are in coaching for continuous improvement. Throughout the building we experienced teacher vacancies, staff absences, and shifts in admin responsibilities. As a result we are using summer planning time to develop a plan for coaching and adapt the Core Actions walkthrough form so that we can start the year strong with our assigned caseloads. We will start the year off by providing professional development to staff on Core Actions walk-through form, administrative feedback and mentor expectations.

Limited Development  
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Core Actions walk-through data will be reviewed and discussed at weekly administrative meetings to inform teacher coaching and necessary professional development. I have also hired a new Dean of Students and we will be adding a BMT to assist with Restorative Practices for students in crisis. We feel that with the addition of these staff members we will have the opportunity to free up our admin team and allow them to focus their time and attention on targeted intentional instruction.

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

When this objective is fully met, there will be equitable academic outcomes for all students regardless of their race. There will be high levels of achievement for all students and the majority of students will be college and career ready. Teachers will implement research-based instructional strategies that maintain high levels of engagement for students. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.

**Robin Lyles-Khan**

**06/15/2024**

**Actions**

**0 of 3 (0%)**

7/13/23 The Admin team will revise the Core Actions Walkthrough form to ensure that we address teachers areas of greatest needs and provide timely feedback. (Goal 1)

Admin Team

02/28/2024

*Notes:*

9/27/21 The principal will provide professional development to staff on Core Actions walk-through form, administrative feedback and mentor expectations to ensure staff understand classroom instructional expectations. (Goal 1, FAM-S 29)

Robin Lyles

06/15/2024

*Notes:*

8/3/23 The Admin Team will review the Core Actions Walk-through data during weekly ILT meetings to inform teacher coaching and provide necessary professional development. (Goal 1)

ILT Team

06/15/2024

*Notes:*

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>Our school grew from 38th percentile in 21-22 to the 43rd percentile in 22-23 overall (for all grades) as measured by the MAP Reading assessment. Kindergarten thru 2nd Grade students Dibels scores were used to create small groups. Our EOY data shows Kindergarten with 34% meeting benchmark and 23 % exceeded benchmark. First grade students scores show 26% met benchmark and 31% exceeded benchmark. Second Grade students scores 23% met benchmark and 9% exceeded benchmark. Based on our data 57% of Kindergarten and 1st grade met or exceeded growth while 32% of 2nd grade met or exceed growth. Also, based on the EOG, 4th grade grew in CCR in Reading from 17.7% to 26.7% (+9%). Will will re-assess our progress once we receive EVAAS data in the fall.</p> <p>We were successful in implementing a tiered instructional system that allowed teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. However we still have work to do schoolwide to meet our individual grade level goals.</p> <p>Our challenges for our upper grades was having Guest Teachers teaching the content and providing interventions. Although we appreciate having their support in the building it was not a substitute for a licensed qualified teacher.</p> <p>We have opportunities for improvement by working with our human capitol partner, the CMS Residency Program and Teacher Leader Pathway to get teachers with strong content knowledge placed at our school.</p> <p>This year we will continue to develop systems that includes data analysis, strategic scheduling for interventions, and monthly grade level meetings to monitor student performance to provide appropriate interventions and monitor progress utilizing school data found in Branching Minds to make decisions.</p>	Limited Development 09/14/2022		

<p><b>How it will look when fully met:</b></p>	<p>When this is fully met, there will be a culture of data analysis and action planning processes for all grade levels and teams. Instructional and leadership teams will use data to determine plans for classroom visits and observations. Coaching and support will be used to address any skill gaps that exist. Observation and feedback cycles will be used to ensure teachers and staff receive adequate feedback to continually improve performance.</p> <p>Leaders and teams will consistently enact data analysis and action planning processes for benchmark data, MAP screeners, common assessments, MasteryConnect, Portal reports/leading indicators, etc., to ensure that they are continuously investigate what students know, what they still need instruction on and what strategies and interventions will get them there. Teams will meet to disaggregate data and discuss what is working well and what needs adjusting to positively impact student achievement.</p> <p>Action plans will be created to plan for whole group, small group and intervention lessons. Informal data will be collected regularly to monitor how the action plans are working. Additional resources will support this work through the use of position allocations and Title I funding.</p>		<p>Kaitlyn Millar, 9/6/23</p>	<p>06/14/2024</p>
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<b>Actions</b>	<b>0 of 1 (0%)</b>		
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9/14/22	<p>Based on the assessment calendar, teachers and staff will analyze data and create action plans using benchmark data, common assessments, Mastery Connect, Branching Minds and Navigator Portal reports in an effort to plan for and execute differentiated instruction to support student needs. (Goal 1 and Goal 4)</p>		Robin Lyles-Khan	06/15/2024
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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	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
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<p><b>Initial Assessment:</b></p>	<p>We've been successful with retaining 70% of our staff in the 22-23 school year. Staff have enjoyed Teacher Appreciation, Table of Treats, Staff Fun Outings, Group Professional Development, Newsletter Shout-Outs, Drawings, Teacher and Beginning Teacher of the Year celebrations. We continue to continue to praise teacher leadership and contributions during our Monthly Staff meetings.</p> <p>Our challenge this year has been acquiring qualified staff in a fluid and ever changing environment. We have had educators leaving the school system in record numbers and with little to no new applicants applying for teaching positions. We have also lost two teachers after the start of the school year.</p> <p>A opportunity for continued improvement is in recruiting staff who maybe eligible for a pay increase by qualifying for the Teacher Leader Pathway. Another potential opportunity for improvement is by hiring staff interested in transitioning to teaching positions through the CMS Teacher Residency Program.</p>	<p>Limited Development 09/14/2022</p>		
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<p><b>How it will look when fully met:</b></p>	<p>We will meet our objective when we are fully staffed with all teacher position in all grade levels Pre-K thru 5th grade. Teachers and staff will receive ongoing support on their professional development and goals. Beginning teachers will have support through mentoring and the beginning teacher support program to ensure their development is tailored to their level of experience and skills. Teachers who have experience will be supported through a variety of professional development options.</p> <p>Leaders will conduct professional development at the school by leading the sessions or coordinating with district experts to offer trainings that target needs based on quantitative and qualitative data. Leaders will also maintain a coaching caseload to ensure teachers are receiving quality feedback and walkthroughs that target skills that will improve student learning and achievement.</p> <p>Teacher leader pathways will be utilized to attract and retain highly qualified staff with a proven track record for positively impact student achievement. EITs and MCLs will work directly with staff, students and teams to ensure that the leadership provided remains focused on student outcomes and what the research says will get students there. Teachers in this model will report feeling supported and have a sense of well-being and belonging among the staff and school.</p>		<p>Robin Lyles-Khan</p>	<p>06/15/2024</p>
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<p><b>Actions</b></p>		<p>0 of 1 (0%)</p>		
<p>9/27/23</p>	<p>The Admin team will continue to use our CMS Teacher Residency and TLP resources to provide prospective teacher candidates for interview in order to fill our remaining teacher vacancies. (all goals)</p>		<p>Admin Team</p>	<p>06/15/2024</p>
<p>Notes:</p>				

<p><b>Core Function:</b></p>		<p><b>Dimension D - Planning and Operational Effectiveness</b></p>			
<p><b>Effective Practice:</b></p>		<p><b>Resource Allocation</b></p>			
<p>KEY</p>	<p>D1.02</p>	<p>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

**Initial Assessment:**

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level for the 22-23 school year was 10.7% our SIP goal was 28.8%.

We feel that we have seen success towards this goal. Our Instructional leadership team facilitated 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. At the end of each cycle our grade level teams met with their data and data analysis documents in the planning room. They analyzed the data, grouped students based on their individual needs, and planned reteach and interventions to be delivered during small group instruction. We then decided to flex group across the grade level in order to leverage the strengths on our teams based on teacher data and which teachers are Orton Gillingham trained.

While we made progress towards our objective to develop standards-aligned units of instruction for each subject and grade level. We believe there is an opportunity to strengthen our practice and complete our objective as we are 18.1 % away from meeting our 28.8% goal for Black and Hispanic students combined.

The Instructional leadership team will receive professional development through the Relay Graduate School of Education. The focus of this professional development is to increase participant's knowledge of instructional best practices including protocols for highly effective instruction, PLC meetings and data meetings.

Limited Development  
09/14/2023



<b>How it will look when fully met:</b>	When this objective is fully met, there will be equitable academic outcomes for all students regardless of their race. There will be high levels of achievement for all students and the majority of students will be college and career ready. Teachers will implement research-based instructional strategies that maintain high levels of engagement for students. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.		Robin Lyles-Khan	06/15/2024
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/14/23	Within the 2023-24 school year, our school identified the following resource inequity, (instruction/training), as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (All Goals).		Robin Lyles-Khan	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
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:**

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). (E1.06) We believe we have been successful in meeting this objective due to the planning that went into opening South Pine Academy for the school year.

We took initial steps to establish clear lines of communications from the school to home and the home to school. We used Parent Square as the tool for two way communication with our families. We also purchased Smore to be utilized as a tool for teachers to create weekly newsletters to families.

The school also utilized school funds to purchase weekly communication folders to bolster communication between the school and home. Our school leadership sends out weekly communication to families in both English and Spanish. A variety of community partnerships were developed, including Bold Church, Calvary Church and Steele Creek Baptist Church provide supplies, resources and services for students and their families.

We've been successful with the implementation of communication with parents and guardians through, Parent Square, Parent Conferences, Student Agendas, and Curriculum Night. We continue to use Zoom Meetings as a way to communicate with parents. We successfully implemented 2nd and 3rd Grade RTA Night, 2nd and 3rd grade musical, Beginners Night, Field Day, Pre-K, Kindergarten, and 5th Grade Promotion Ceremonies.

Our challenge this year has been getting parents involved with our PTA. We began with 76 parents who signed up to participate on the PTA. However at out of our 665 students enrolled, 3 parents were in attendance at the PTA meeting.

A opportunity for continued improvement is to begin holding our PTA meetings at the beginning of our school musicals to keep families informed. We continue to solicit support to jumpstart our PTA. Now that our school will be changing from a late school to an early school (8 AM to 3 PM) we believe this will be an opportunity to attract more interested parents. We plan to offer meetings earlier in the day to accommodate parent schedules. be an opportunity to attract more interested parents. We plan to offer meetings earlier in the day to accommodate parent schedules.

Limited Development  
09/05/2021

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>These indicators will be fully met when there is consistent parent and teacher communication. A variety of communication methods will be implemented including messaging systems such as Parent Square, parent phone calls, conferences and newsletters. School-wide staff will also maintain consistent communication to ensure parents receive information about upcoming events.</p> <p>The school will offer several school events throughout the school year, including Open House, Curriculum Nights and family/PTA nights. There will be high attendance and engagement at these events. The school staff will regularly communicate with families about their student(s) and provide data about how their child is progressing towards grade level standards and social-emotional development. Parents will have a strong understanding of how their child is doing at school and ways they can further support their child at home.</p> <p>Parents will have a sense of strong communication between school and home. They will know school staff and have a sense of belonging at the school. Staff will maintain positive communication with families to support these relationships.</p>			<b>Robin Lyles-Khan</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
8/3/23	The Admin Team will monitor classroom teachers utilization, of student agendas and Parent Square to communicate with parents both instructional and behavioral student feedback to parents. (Goals 1 and 4, Title 1)			Schalen McGregor	02/28/2024
<i>Notes:</i>					
6/1/22	The ILT will host Family Engagement Nights (Math and Literacy) to increase parent understanding of grade level expectations and EOG expectations that will enhance instructional support at home. (Goals 1 and 4, Title 1)			ILT Team	06/15/2024
<i>Notes:</i>					
8/3/23	The Admin team will plan Parent and Family Engagement Activities to increase involvement in schoolwide initiatives such as musicals, Field day, Beginners Day, Book Fair and International Festival. (Goals 1 and 4, FAM-S 3, Title 1)			ILT Team	06/15/2024
<i>Notes:</i>					

<b>Implementation:</b>		03/27/2023		
<b>Evidence</b>	<p>3/27/2023</p> <p>The event was held on 1/12/23 in our gymnasium. We had parents from both 2nd and 3rd grade attend as attend. Parents had the opportunity to visit classrooms where they were presented with the RTA results and enjoy the concert at the end of the event. There was good parent turn out and we believe we can leverage our musical concerts to receive even more parent involvement in the future.</p>			
<b>Experience</b>	<p>3/27/2023</p> <p>The teachers used the grade level musical as an opportunity to connect with families and share the RTA data.</p>			
<b>Sustainability</b>	<p>3/27/2023</p> <p>We must continue to work to build on our parent engagement school wide.</p>			