

## Comprehensive Progress Report

### Mission:

We are a diverse team committed to excellence. We believe that through rigorous academics and collaboration every student will achieve. We hope to cultivate perseverance, integrity and dedication in all students.

### Vision:

To inspire a positive school culture by addressing the social-emotional needs of every student and staff member in order to significantly improve student outcomes.

### Goals:

To provide a duty-free lunch period for every teacher on a daily basis. (A4.06)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 AND -301.1, with the goal of providing 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. (A2.04)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A1.07, A4.06)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level 4 or 5 on the English Language Arts (ELA) EOG will increase from 4.9% in SY2021-22 to 27.5% in SY2022-23 and 50% in SY2023-24. (A2.04, B1.03, B2.03, B3.03, C2.01)

The percent of students reporting a positive self-perception of their self-efficacy, will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23 and 68% in SY2023-24. (A4.06, B1.01, C2.01, E1.06)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 17% in SY2021-22 to 12% in SY2022-23 and 7% in SY2023-24. (A1.07, B1.01, E1.06)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (A4.01, A4.16, B1.01, C3.04)

The percentage of Black and Hispanic 5th grade students combined who score at the College and Career Ready (CCR) level 4 or 5 in English Language Arts (ELA) will increase from 6.5% in SY2021-22 to 20% in SY2022-23 and 30% in SY2023-24. (A2.04, B1.03, B2.03, B3.03, C2.01)

The percentage of Black and Hispanic 5th grade students combined who score at the College and Career Ready (CCR) level 4 or 5 in Science will increase from 12% in October 2021 to 35%, by October 2024. (B1.03, B2.03, B3.03, C2.01)



<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:**

Administration has provided staff with professional development on student expectations and posters have been displayed throughout the building for visuals with expectations. Counselors have provided classroom lessons to enhance positive behaviors and community interactions.

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

OSS Rates: our out of school suspension rates decreased by 26%.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

OSS Rates: our out of school suspension rates decreased by 26%.

For the 2023-24 school year, staff will continue to establish, build and nurture relationships with students. Staff will consistently facilitate SEL circles/meetings at the start and end of the day. Staff will consistently make appropriate referrals to SST aligned with student needs.

According to the Spring Panorama data students rated the greatest increase in teacher-student relationship.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

We experienced challenges in ensuring that all staff completed office referrals the same day.

What opportunities exist to address these challenges in the 2023-2024 school year?

BMT will introduce the Educator's Handbook to the staff at the beginning of the year. This platform will be used to increase communication across staff members. BMT facilitated a PD on this platform to ensure all staff were trained and familiar with the process.

Limited Development  
09/20/2022

<b>How it will look when fully met:</b>	All classrooms will be run in a matter that is conducive to teaching and learning. Students would have internalized class and overall school expectations and can verbalize as well as model ideal behaviors.		<b>Matthew Bower</b>	<b>05/27/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/20/22	At the start of the school year, Grade level “Behavior Expectations” assemblies will be conducted by Administration to ensure all students are fully aware of behavior expectations throughout the entire school building. At the start of semester 2, Grade level “Behavior Expectations” assemblies will be conducted by Administration to revisit expectations after the extended winter break. (Guardrail 1)		Matthew Bower DOE 8.15.22	10/01/2023
<i>Notes:</i>				
9/20/22	Administrators will conduct walk-throughs that include a PBIS focus and provide timely feedback to continue a positive trajectory. (guardrail 1)		Monica Pitt DOE 8.15.22	06/15/2024
<i>Notes:</i>				
9/20/22	Teachers will use Parent Square to communicate with parents on a weekly basis to share student academic and behavioral progress. (SEL)		Mary Bondi DOE 8.15.22	06/15/2024
<i>Notes:</i>				
9/27/22	Students requiring a suspension due to violations in the Student Code of Conduct will be welcomed back to school during a restorative meeting with the Admin, teacher, BMT, parent and student. At that time, goals and expectations will be shared and discussed. (SEL)		Towanda Hammond DOE 8.15.23	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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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>		Currently teachers at Hickory Grove work in Professional Learning Communities to increase their effectiveness in meeting the needs of students through the use of data. A variety of data sources are considered including: Dibels, EOG results, common assessments, and MAP. Teachers analyze data in weekly planning meetings, quarterly 1:1 meetings with administrators, and quarterly data planning. In addition, data is utilized during the Literacy Skills Block, where teachers provide interventions for students who have yet to master particular standards. In terms of math and the new Envisions curriculum, a large focus is	Limited Development 10/21/2022		

placed on unpacking the standards and implementing the Envisions program along with other math resources through whole and small group instruction.

On the 2022-2023 end-of-grade tests in reading, math, and science, the preliminary results indicate that the school demonstrated an increase for 3rd grade reading and math, 4th grade reading, and 5th grade math, reading and science in terms of Levels IV/V compared to the 2021-2022 school year.

In terms of Levels III/IV/V on the 2022-2023 preliminary end-of-grade tests in reading, math, and science, the school demonstrated an increase for 3rd grade math, 4th grade math and reading, and 5th grade math, reading and science compared to the 2021-2022 school year.

Cohort data for Levels III/IV/IV and IV/V from 2021-2022 to 2022-2023 is below:

Cohort Difference III/IV/V

Grade 4 Reading EOG: -2.9

Grade 5 Reading EOG: -5.5

Grade 4 Math EOG: +7.8

Grade 5 Math EOG: +12.5

Cohort Difference IV/V

Grade 4 Reading EOG: +9.5

Grade 5 Reading EOG: +2.2

Grade 4 Math EOG: -6.8

Grade 5 Math EOG: +5.7

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

Daily Lessons were aligned to NCSCOS. Facilitators met weekly with PLCs to ensure alignment. Walkthroughs were conducted weekly to identify lesson alignment and needs. ILT used walkthrough data/info to discuss and align necessary supports and develop PD.

What successes did you experience related to this indicator in meeting

your goals this year?

Teachers worked collaboratively to review data points and make discretionary decisions based on data to address student needs. PLCs followed the district's pacing guide and curriculum to address standards as can be observed in daily instruction.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

The number of students lacking foundational skills in reading. Additionally, the number of non-certified teachers also posed challenges related to curriculum implementation and knowledge of best practices in education. This has a compounding impact as BT's, GT's and substitutes require more intensive support.

What opportunities exist to address these challenges in the 2023-2024 school year?

For 2023-2024 we will have an increase in Orton Gillingham trained staff, more certified teachers in tested grade levels, and an increase in the number of support staff pulling small groups and supporting in classrooms. We will be using a tiered coaching model to allocate supports based on level of need.

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

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 4.9% in SY2021-22 to 27.5% in SY2022-23 and 50% in SY2023-24. (A2.04, B3.03)

**Matthew Bower**

**05/26/2024**

**Actions**

**0 of 3 (0%)**

10/21/22 Set up peer observations for teachers to observe colleagues (exemplar classrooms). \*Goal 1

Monica Pitt DOE  
8.15.22

01/12/2024

Notes:

10/21/22	Use assessment data from DIBELS, BOG, learn checks, exit tickets, ACCESS scores and additional assignments to identify areas of need for each student. *Goal 1	Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>			
10/21/22	Based on data, develop a recurring schedule where students are pulled weekly to work on their academic gaps. *Goal 1, FAM-S 3)	Towanda Hammond DOE 8.15.23	05/26/2024
<i>Notes:</i>			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>100% of instructional staff has access to the necessary curriculum materials to implement the literacy modules. Teachers will engage in PD that outlines expectations and best practices relative to the Literacy Skills Block where students receive interventions to focus on and close instructional gaps. The MTSS committee has met and created a powerpoint to present to staff during the November staff meeting to share and outline the MTSS process.</p> <p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>According to preliminary 2022-2023 end of grade results in overall 3-5 math, the overall proficiency is 32.6% for Levels III/IV/V and 12.8% Levels IV/V. This was an increase of 12.3 GLP and 3.4 CCR based on the 2021-22 end of grade test results.</p> <p>For 5th grade science, the overall proficiency is 42.0% for Levels III/IV/V and 32.1% Levels IV/V. This was an increase of 24.1 in GLP and 19% CCR based on the 2021-2022 end of grade test results.</p> <p>For overall 3-5 reading, the overall proficiency is 21.6% for Levels III/IV/V and 14.9% Levels IV/V. This was an increase of 0.1% GLP and 6.7% CCR based on the 2021-2022 end of grade test results.</p> <p>Preliminary data has the school composite for Level III/IV/V at 30.7% and 16.9% for Level IV/V. This was an increase of 10.2% GLP and 7.5%</p>	Limited Development 10/21/2022		

CCR based on the 2021-22 end of grade test results.

What successes did you experience related to this indicator in meeting your goals this year?

Students were referred to MTSS and staff quickly addressed needs following indicator data. Support for students included one on one interventions and small group instruction led by facilitators, teachers, and interventionists.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

The amount of students that are needing intensive and strategic interventions and the use of a new platform (Branching Minds).

What opportunities exist to address these challenges in the 2023-2024 school year?

The hiring of a MTSS facilitator for 2023-2024 school year. Teachers are now familiar with Branching Minds platform and they will have more direct support in the intervention process.

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

Teachers will be able to provide high rigor/grade level lessons to all students according to their needs. Students will engage in varying stations throughout the week to address and close instructional gaps. Students will demonstrate mastery/growth on each standard.

**Matthew Bower**

**05/26/2024**

**Actions**

**0 of 4 (0%)**

10/21/22

Provide differentiated instruction for small groups during the Skills Block, one-on-one conferencing, push-in and pull-out supports, evaluating the progress of subgroups (EC, LEP) to determine the effectiveness of core and intervention programs and refine the core and intervention programs based on the various needs of subgroups.  
\*Goal 4

Towanda Hammond

01/12/2024

Notes:



10/21/22	Professional development to consist of MTSS, SST, EC/TSI and ILT. -MTSS will focus student interventions -SST will focus on PBIS -TSI will focus on the support necessary to fully support our EC subgroups -ILT will focus on unpacking and planning for upcoming literacy modules -Grade Level PLCs will focus on internalizing lessons, role play, and practice *Goal 4, FAM-S3		Towanda Hammond DOE 8.15.23	05/26/2024	
<i>Notes:</i>					
9/11/23	Within the 2023-24 school year, our CSI -LP school will implement the following evidenced-based intervention(s): leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches to increase overall student performance.		Matthew Bower	06/14/2024	
<i>Notes:</i>					
9/11/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s): Utilize Title I funds to trade for additional allotments/positions to create a full time EC facilitator position to increase overall performance of EC student subgroup.		Towanda Hammond	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>
<i>Initial Assessment:</i>		<p>Considering our focus on SEL we created a master schedule that allows for all teachers to assess students' emotional well-being in the morning and to reassess students in the afternoon. Teachers utilize an SEL curriculum to frame their conversations/supports. In the future, the SST Team will facilitate Restorative Justice training for all staff in an effort to better equipped them with the necessary tools to address student concerns, mediate conversations, and to de-escalate incidents.</p> <p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>According to the Spring Panorama data students rated the greatest increase in the area of “teacher-student relationship”.</p>	Limited Development 10/21/2022		

OSS Rates: our out of school suspension rates decreased by 26%.

For the 2023-24 school year, staff will continue to establish, build and nurture relationships with students. Staff will consistently facilitate SEL circles/meetings at the start and end of the day. Staff will consistently make appropriate referrals to SST aligned with student needs.

What successes did you experience related to this indicator in meeting your goals this year?

Weekly attendance report indicated decrease in absenteeism across the school. Incentives for individual students and classrooms were developed and issued monthly by SST staff. SST communicated weekly with families and staff to identify home needs to support transportation, housing, etc which were identified through data collection causes for absenteeism,

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

Continued transportation issues for MCV students and other family needs across the school.

What opportunities exist to address these challenges in the 2023-2024 school year?

Additional parent involvement, parent universities, quarterly parent communication, maintaining current incentives to address prior successes.

<p><b>How it will look when fully met:</b></p>	<p>Insight Survey data will reflect a staff that is happy and considers HGES as a good place to work. Likewise, students will describe HGES as a safe place where they experience joy. And, identified students will have documented supports that are utilized on a consistent basis.</p> <p>Staff will consistently and persistently communicate with HG families to ensure enrollment (a positive two-way communication).</p> <p>Staff will actively monitor attendance to track engagement and determine student needs.</p> <p>Staff will receive professional development and guidance re: SEL lessons and delivery. Staff will facilitate daily meetings to support the social and emotional targets and goals.</p> <p>Staff will utilize the Student Support Services Canvas page for resources and referring students for support.</p> <p>Staff will administer Panorama screener, utilize data, and create targeted small groups at the teacher and counselor level to meet the needs of all students.</p>		<p>Monica Pitt</p>	<p>05/26/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/21/22</p>	<p>All classroom teachers will facilitate SEL lessons in the morning and afternoon to address and support the emotional state of students. Classroom teachers will work to successfully help students to manage their emotions. *Guardrail 3, FAM-S30</p>		<p>Monica Pitt DOE 8.15.22</p>	<p>01/12/2024</p>
<p><i>Notes:</i></p>				
<p>10/21/22</p>	<p>Attend/Observe and provide feedback for teachers facilitating SEL instruction. *Guardrail 3, FAM-S30</p>		<p>Monica Pitt DOE 8.15.22</p>	<p>05/25/2024</p>
<p><i>Notes:</i></p>				

10/21/22	Teachers meet 1:1 with an SST member to discuss students' Panorama data and attendance to proactively devise intervention plans regarding student behavior, emotional needs, and attendance: to decrease chronic absenteeism across all subgroups by 5 percentage points. *Guardrail 3, FAM-S30, FAM-S31, Attendance Plan		Towanda Hammond DOE 8.15.23	05/26/2024	
<p><i>Notes:</i> Attendance Plan Link</p> <p><a href="https://docs.google.com/document/d/1g4CK93elotfIXDMVySGbKrXzknoK4JmVXKm-LONo1ul/edit">https://docs.google.com/document/d/1g4CK93elotfIXDMVySGbKrXzknoK4JmVXKm-LONo1ul/edit</a></p>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going 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>

**Initial Assessment:**

Staff will move from a more reactive stance to one that proactively plans for student matriculation through school. Staff will begin discussions regarding the on-going plans and support needed for transitions from grade-to-grade and level-to-level prior to the end of the school year.

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator?

The EC team facilitated IEP meetings with parents and receiving schools for students moving on from elementary to middle schools. 100% compliance.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

Teacher teams met to create class rosters for the 2023-24 school year based on student behaviors and needs.

School counselors met with feeder schools to ensure matriculating students would have the most appropriate courses aligned to their interests.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

More opportunities for vertical planning across grade levels, continued support in addressing absenteeism in particular subgroups and maintaining small groups with the amount of trained staff.

What opportunities exist to address these challenges in the 2023-2024 school year?

Providing opportunities and time to acclimate students to change in instructional staff members, classes, programs, etc.

No Development  
09/20/2022

<b>How it will look when fully met:</b>	Staff will have scheduled meetings to discuss student progress and how to best support each student as they matriculate through school. These meetings will be entered on the school calendar and facilitated by Instructional Coaches.		Mary Bondi	05/26/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/20/22	Field trips will be planned for 5th Graders to attend the middle school they will be attending for middle school. This will allow students to begin their middle school year familiar with middle school practices and procedures. (SEL)		Mary Bondi DOE 8.15.22	01/12/2024
<i>Notes:</i>				
9/20/22	To promote successful transitions to the next grade level, each teacher will plan a “promotion” talk with the students and an in-school field trip to visit the next grade level. (SEL)		Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Limited Development 10/21/2022			
The Leadership Team consisting of administration and facilitators meets on a monthly basis to discuss coaching caseloads, instructional practices, planning sessions, and upcoming professional development. This team collaborates and problem solves in order to address the needs of the school. The School Leadership Team meets on a monthly basis to discuss the goals from the school improvement plan, the current implementation status, and the actions that will be taken in order to meet the goals and implement effective practices throughout the school. CMS Instructional Leadership Team consisting of the principal, dean of instruction, literacy facilitators, and four teacher representatives, attends district professional development throughout the school year. This year the focus is on academic conversations. The team will take the new learning from the district sessions back to the school in order to lead professional development sessions and introduce new instructional strategies. The team then reflects on the						

implementation of the practices and makes improvements throughout the year. Grade level PLCs also meet on a weekly basis to integrate effective practices into weekly lesson plans. Each PLC works closely with their coach to design aligned lessons using student data.

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator?

Weekly Communication (CAT Chat) used to share all meetings inclusive of Leadership Team agenda and minutes,

The Leadership Team meets weekly with a specific agenda and task list to target high priority needs of the school according to SIP goals.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

The Instructional Leadership Team (ILT) is composed of the Principal, Assistant Principal, the 3-5 Academic Coach, the K-1 Academic coach, the PreK & 2nd grade Coach, the 4-5 Reading Interventionist. ILT meets weekly to “check in” re: SEL, celebrate weekly successes, discuss areas of concern, devise plans of actions, and discuss any other pertinent information that impacts the overall school.

The School Improvement Team (SIT) is composed of the Principal, Assistant Principal, the 3-5 Academic Coach, the K-1 Academic coach, the Speech Language Pathologist, and four parents. SIT meets monthly to discuss school plans and actions outlined in the School Improvement Plan.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

Challenges that we faced were providing teacher coverage for meetings and time for consistent meetings without posing an interruption in instructional time for students.

What opportunities exist to address these challenges in the 2023-2024 school year?

Returning staff and additional staff hired to provide support.

<b>How it will look when fully met:</b>	All meetings would be attended by ILT and Instructional Coaches and documented progress will be evident in our data. Best practices will be observed throughout the school building.		<b>Matthew Bower</b>	<b>05/26/2024</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/21/22	ILT team that consists of principal, assistant principal, dean, academic facilitators, and interventionists meet weekly to discuss data, planning, teacher and student concerns, and brainstorm next steps to address the current state of each grade level (goal 1 & 4)		Matthew Bower DOE 8.15.22	05/26/2024
<i>Notes:</i>				
10/21/22	ILT meets bi-weekly with SST team that consists of the 2 counselors, social worker, 2 BMTs, and psychologist meet bi-weekly to discuss student attendance, behavior, morning meetings, and ways to support students and teachers. (Guardrail1,Goal 2 & 4)		Matthew Bower DOE 8.15.22	05/26/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
KEY	<b>B2.03</b>	<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>



**Initial Assessment:**

Currently grade level PLCs meet 2-3 times per week to discuss lesson plans, data, and student progress. During these meetings, teachers are also provided time to practice and receive feedback on instructional delivery. Each staff member would have an opportunity to serve in different capacities within the PLC.

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator?

Weekly PLC meetings with support staff that identified teacher specific duties within planning and other areas throughout the building.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

School teams/Grade Level PLCs meet 2-3 times per week to discuss student performance, areas of growth, team/individual successes, curriculum and lesson planning. These PLCs also include EC or ML teachers who support their students; they share best practices and resources to be implemented in various lessons to support student needs.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

Over utilization of veteran teachers due to the lack of licensed and experienced teachers in CMS.

What opportunities exist to address these challenges in the 2023-2024 school year?

Our master schedule continues to provide uninterrupted PLC planning time. More Support staff to provide resources during PLC meetings. An additional designated Data day each week to quickly address student needs.

Limited Development  
09/20/2022

<b>How it will look when fully met:</b>	<p>Currently grade level PLCs meet 2-3 times per week to discuss lesson plans, data, and student progress. During these meetings, teachers are also provided time to practice and receive feedback on instructional delivery. Each staff member would have an opportunity to serve in different capacities within the PLC...</p> <p>*Teachers would have received proficient (or greater) ratings relative to their role(s) within their PLC.</p>		Towanda Hammond	05/26/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/20/22	Weekly, staff are provided individual planning periods for lesson planning and data analysis. During this time, teachers will review curriculum, pull resources for upcoming lessons, practice instructional delivery, and internalize lessons. Additionally, teachers will review current data to determine next steps for individual students. (goal 4)		Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>				
9/20/22	Teachers have been assigned specific roles with aligned duties to ensure the PLC meetings are efficiently run. Staff roles will be reassigned in quarter 2, quarter 3, and quarter 4. (goal 4)		Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <ul style="list-style-type: none"> <li>Teacher Retention: high</li> </ul> <p>100% of observations completed</p> <p>Evidence by:</p> <ul style="list-style-type: none"> <li>Implementation a new onboarding process which allowed for a full-week of observation prior to taking over a classroom which allowed for the teacher to see best practice in place from a current coach.</li> <li>Beginning Teachers were invited to provide insight into their hiring</li> </ul>	Limited Development 10/21/2022		

practices. The team worked in collaboration to name the strengths of our process as well as identify areas for improvement.

What successes did you experience related to this indicator in meeting your goals this year?

The Administrative Team conducted force rankings to categorize teachers into 3 Tiers. ILT used this information along with other data points to identify “Tier 1 Teachers for stay conversations”. Stay meetings were held with all Tier 1 staff in May.

Through core action walks the school ILT identified meaningful feedback as an area for continued growth. Coaches were instructed to hone in on the problem of practice in PLC meetings and coaching sessions. This led to mini PD’s and discussions around targeted feedback.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

The number of Comprehensive evaluations needing to be conducted with the number of beginning teachers.

LPS Super Observations requirements; only the Principal and Assistant Principal being able to complete these observations.

The lack of certified mentors to support beginning teachers.

What opportunities exist to address these challenges in the 2023-2024 school year?

Teacher “BOOST” camp will be offered at the beginning of the year with opportunities for other PDs during the year to address continuous areas of growth.

Experienced staff will be able to support new teachers due to their level of experience in education.

<b>How it will look when fully met:</b>	<p>Grading Practices: Consistency re: grading practices will be demonstrated/observed school-wide &amp; at each grade band (K-2 / 3-5). Standard rubrics will be provided and used to grade student work.</p> <p>Mastery Learning: All teachers will provide students the opportunity to re-test to show mastery. Students will be provided choices to demonstrate mastery.</p> <p>Chronic Absenteeism: Student attendance will increase by 20%; ensuring students are participating in learning in any environment</p>		<b>Matthew Bower</b>	<b>05/26/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/21/22	Administrators are meeting weekly with coaches as opposed to bi-weekly. This is increasing accountability and allowing more opportunities for feedback and direction. *Goals 1 & 4, FAM-S		Matthew Bower DOE 8.15.22	01/12/2024
<i>Notes:</i>				
10/21/22	We continue to communicate non-negotiables regarding alignment to the curriculum to ensure teachers include and adhere to the key components; Administrators and Instructional Coaches conduct frequent walk-throughs and provide feedback to encourage alignment. *Goals 1 & 4		Monica Pitt DOE 8.15.22	05/26/2024
<i>Notes:</i>				
10/21/22	<p>Chronic Absenteeism</p> <p>Action 1: Weekly PLC Checkin (grade level &amp; PLC) - monitor attendance and support teachers with getting in touch with families</p> <p>Action 2: Attendance Initiative - Celebrating &amp; rewarding students for attending school</p> <p>Action 3: School Social Worker/Family School Advocate provides biweekly updates on attendance documented in Powerschool</p> <p>*Goals 1 &amp; 4</p>		Monica Pitt DOE 8.15.22	05/26/2024
<i>Notes:</i>				

10/21/22	<p>Grading Practices</p> <p>Action 1: Coaches met with PLC's to discuss what would be graded and make sure there was equity across each grade level (rubric for scoring). (focus on 3rd-5th)</p> <p>Action 2: Providing opportunities for re-testing in remote, in-person and hybrid learning environments *Goals 1 &amp; 4</p>		Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>			<p>District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied.</p>	<p>Limited Development 10/21/2022</p>		
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To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator?

The LEA/School meets after every district benchmark to disaggregate data by grade level and standards. Coaches/facilitators share the data in PLC and use a data protocol to discuss what the data is telling us. As a part of professional development, we scheduled a vertical PLC meeting for PLCs to collaborate and identify trends across grade levels and opportunities for improvement.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

During weekly Instructional Leadership Team meetings, data is reviewed and discussed to determine successes and areas of growth. Depending on the specific data, the team will determine an approach to rectify and/or address the area of concern. To address various concerns, the team has resorted to scheduling specific professional development for teachers, created flexible grouping plans, determined needed shifts in coaching, and/or discussed the need for referrals.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

Scheduling staff members to meet based on the length of the benchmark window. Meeting in a timely manner to use data to make instructional decisions.

What opportunities exist to address these challenges in the 2023-2024 school year?

Adding additional data days to our master schedule. Planning ahead for workdays, early release days, creating intentional agendas for each meeting . New data protocol,

<b>How it will look when fully met:</b>	The analyzing of data will inform the decision making at the school level and positively impact student and teacher performance. Highly differentiated, school specific coaching would be offered on how data can impact lesson planning, assessments, and school improvement planning. LC Sups would have had ongoing meetings with ILT to provide feedback and coaching in areas needing improvement. Results may vary, but improvement would be evident.		<b>Matthew Bower</b>	<b>05/26/2024</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/21/22	BOY grade level testing to be administered; also at the MOY and EOY for staff to develop small group plans and needed support for students. Ongoing informal assessments will also inform small group instruction. (goal 4)		Mary Bondi DOE 8.15.22	05/26/2024
<i>Notes:</i>				
10/21/22	Classroom walkthroughs and observations are scheduled weekly. The administration team will calibrate and discuss trends and action steps across each grade level. Grade level data including: BOG, MAP, DIBELS, Unit Assessments, progress monitoring, and common assessment data will be analyzed each month. The data will be used to determine action steps, professional development, and support throughout each grade level. (Goal 1 & 4)		Towanda Hammond DOE 8.15.23	05/26/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The Administrative Team reconstructed interview questions for various roles. The new questions included more situational questions (actual scenarios from HGES) to provide our team deeper insight into specific competencies and how these candidates would respond in the role. We also added a second interview to include PLC's after the candidates are vetted by the Administrative Team first. A walkthrough form was developed in alignment with the District's "Instructional Excellence Look Fors". The form was shared with staff so they were aware of exactly what we were looking for. One on One meetings are held at	Limited Development 10/21/2022		

school with every staff member to discuss performance. The Administrative Team also conducts a force ranking using this information along with other data to identify our “irreplaceable” teachers. Meetings are held with each of these team members with the intention of retaining high-performing instructional leaders that exhibit the qualities we are seeking in staff at HGES.

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

SLT team supported staff based on personal and professional needs.

Staff collaborated with SLT on creating PD opportunities.

Staff were included on interviews of new staff members.

Staff were invited to take on Leadership opportunities.

What successes did you experience related to this indicator in meeting your goals this year?

The success and/or progress we experienced related to this indicator is outlined below:

Leadership established a system of procedures described below:

Implementation a new onboarding process which allowed for a full-week of observation prior to taking over a classroom which allowed for the teacher to see best practice in place from a current coach.

Marketing materials were designed and circulated at the career fair

Beginning Teachers were invited to provide insight into their hiring practices. The team worked in collaboration to name the strengths of our process as well as identify areas for improvement.

Teachers are highlighted monthly to share the great things happening in their individual classrooms.

The Administrative Team conducted yearly force rankings to categorize teachers into 3 Tiers. ILT used this information along with other data points to identify “Tier 1 Teachers for stay conversations”. Stay meetings were held with all Tier 1 staff in May.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?



Amount of staff transitioning in and out of the building.

What opportunities exist to address these challenges in the 2023-2024 school year?

Hiring veteran and highly qualified staff when possible.

Maintaining professional development for returning and new staff.

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

Each classroom will be occupied by a highly qualified teacher who reports that he/she is happy in their current role at Hickory Grove. Current teachers achieving accomplished ratings will apply for and be afforded the opportunity to be apart of the Teacher Leadership Pathway. For any staff member desiring change, he/she will notify Admin of their intent to allow for early interviewing to increase the chance of securing a highly qualified replacement.

**Monica Pitt**

**05/26/2024**

**Actions**

**0 of 4 (0%)**

10/21/22 Weekly walk-throughs will be conducted to identify strengths and areas requiring immediate attention by Academic Coaches and/or Administrators. (goal 4)

Towanda Hammond  
DOE 8.15.23

05/26/2024

*Notes:*

10/21/22 Formal observations will take place at the beginning, middle, and EOY as required by the district and state. (goal 2 & 4)

Monica Pitt DOE  
8.15.22

05/26/2024

*Notes:*

10/21/22 Ongoing interviews will take place to ensure a highly qualified teacher is in each classroom.

Monica Pitt DOE  
8.15.22

05/26/2024

*Notes:*

10/21/22 ILT will continue building relationships with local universities and colleges to encourage possible teacher candidates to do clinical work and student teaching at Hickory Grove Elementary.

Mary Bondi DOE  
8.15.22

05/26/2024

*Notes:*

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>On the 2022-2023 end-of-grade tests in reading, math, and science, the preliminary results indicate that the school demonstrated an increase for 3rd grade reading and math, 4th grade reading, and 5th grade math, reading and science in terms of Levels IV/V compared to the 2021-2022 school year. What successes did you experience related to this indicator in meeting your goals this year?</p> <p>What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?</p> <p>Guest teachers in our 3rd, 4th, and 5th grade classrooms and will require additional coaching and support</p> <p>What opportunities exist to address these challenges in the 2023-2024 school year?</p> <p>Staff participating in RELAY Training</p>	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		Staff will be fully trained through RELAY. Data points will be documentation of coaching meetings and mastery of coaching points and identified areas of continued support. Providing PD aligned to those identified needs.		Monica Pitt	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/11/23	Within the 2023-24 school year, our school identified the following resource inequity, human resources, 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.		Monica Pitt	06/15/2024
<i>Notes:</i>					

Effective Practice:		Family Engagement	Implementation Status	Assigned To	Target Date
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)			
<i>Initial Assessment:</i>		<p>Parental support is an important part of our school. We maintain open communication with parents through regular Connect Ed messages, conferences and events. Due to the high population of Spanish-speaking families at Hickory Grove, we have a full time bilingual secretary who recently accepted the position as a our full-time interpreter. This person ensures that all of our communication with families is provided in English and Spanish. Parents are encouraged to join our Parent Teacher Organization and School Leadership Team. Through these organizations they provide input on school improvement initiatives, help plan events, raise money for the school, volunteer and engage with the school community as a whole. In addition, school committees plan several other events throughout the year to increase parental involvement. In 2022-23, the following events will be scheduled to encourage parental involvement: Campus Beautification Day, Curriculum Night, Muffins for Moms, Donuts for Dads, etc. These events are designed to get families into the school to learn about how they can best support the academic and social development of their children. We have a full-time family advocate who serves as a liaison between families and the school. They form and maintain partnerships with area organizations that can provide additional services for our families.</p> <p>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator?</p> <p>The success and/or progress we experienced related to this indicator is outlined below:</p> <p>Surveys were distributed to parents to obtain feedback on preferred school performance times, PTO meeting times and interest in virtual meeting opportunities. This information was analyzed and used for planning this year and next. Leadership leveraged support of community partners to provide staff with breakfast, lunch, organizing/shelving library books, and serving as a mentor to students (UNCC). Leadership also partnered with Knight of Columbus who provided students with winter coats, the Panthers who provided all students with bookbags, the Hornets who provided select students with</p>	Limited Development 10/21/2022		

books, and a partnership that is bringing a school garden to Hickory Grove.

Consistent communication is shared via ConnectED, Class Dojo and the school's Facebook page.

What successes did you experience related to this indicator in meeting your goals this year?

We saw an increase in parent involvement. In addition to the aforementioned items we had a great turnout each month with our CEO breakfast- a ceremony where we recognized students with excellent leadership skills and behavior. Parents were very receptive to this initiative and supported it throughout the year.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator?

While we made gains this year we would like to see an increase in parental involvement.

What opportunities exist to address these challenges in the 2023-2024 school year?

Parent Square will hopefully increase the number of parents we are connected with using the same communication platform supported by the district.

Increasing the number of events for parents to engage with the school community and various stakeholders.

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, we will be able to show/document increased parent participation for each event. Parents will be readily attend/visit/volunteer on a regular basis to support the needs of the school. We will have a fully functional "parent center" in our building whereby parents can:</p> <ul style="list-style-type: none"> <li>-via the Parent Center, access curriculum resources to support their student</li> <li>-via the Parent Center, use/access the needed technology to support their personal endeavors</li> <li>-meet with staff quarterly to learn varied strategies to support their student at home and at school (these meetings will be facilitated during school hours on the same day of school based PTO events)</li> </ul>		<p><b>Monica Pitt</b></p>	<p><b>05/26/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/21/22</p>	<p>Mastery Learning Processes: All teachers will lead students in goal setting. Students will set personal goals and track their progress to determine their mastery of specific skills to ultimately realize their self-efficacy. Tracking will take place after each formal assessment. (E1.06) *SEL</p>		<p>Mary Bondi DOE 8.15.22</p>	<p>01/24/2024</p>
<p><i>Notes:</i> By the end of Q2</p>				
<p>10/21/22</p>	<p>We will use student responses to develop a baseline and determine ongoing interventions. Interventions will include individual support and whole group guidance lessons. ILT will review Panorama data to track progress. (E1.06) *SEL</p>		<p>Towanda Hammond DOE 8.15.23</p>	<p>05/26/2024</p>
<p><i>Notes:</i></p>				

9/11/23	At the start of the school year, the school will host Open House whereby all parents are invited to meet their child's teacher and learn of how they can best support their child's academics from home. The school will also host Curriculum Night in the fall to share pertinent data specific to each student as well as their individual goals and further share more information on how parents can either begin or continue supporting their students. As communication will be ongoing to share important information about students and upcoming events, the school will still host an in-person event to share information about EOG testing and how parents can assist with preparing students. (FAM-S3)		Monica Pitt 8.15.22	06/15/2024
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*Notes:*