

Comprehensive Progress Report

Mission:

We, the Long Creek Community, are committed to promoting academic and social excellence while developing leaders of tomorrow through:

- Providing student with inquiry-based learning and service opportunities in the local and global community
- Teaching students to lead with character and integrity
- Providing a nurturing and challenging learning environment that is innovative and values diversity

Vision:

We are a caring and diverse community devoted to leading with integrity, innovation, and academic and social excellence while preparing students for 21st century challenges.

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 10.3 % in SY2021-22 to 30.2 % in SY2022-23 and 50 % in SY2023-24.

Increase overall math proficiency rates from 36.2% in 2021-2022 to 50.7% in 2022-2023 as determined by the NC End-of-Grade assessment. (A2.04, B3.03)

Maintain exceeded growth status (2.74) or above in 2022-2023 as determined by the End-of-Grade North Carolina READY assessments EVAAS Growth Comparison data. (A2.04, B3.03)

To provide a duty-free lunch period for every teacher on a daily basis or duty-free planning period: 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.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06, B3.03, E1.06)

Maintain exceeded growth (2.74) in 2022-2023 as evidenced by NC End-of Grade NC Ready Assessments EVAAS Growth index. (A2.04, B3.03)

Out-of-School Suspension (OSS) disproportionately for Black students in all grades certification will decrease.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently using the district-provided curriculum: K-5 EL curriculum for ELA, EnVision 2.0 for math, and district-approved Science and Social Studies lessons. The district-wide curriculum is being used and discussed in team planning to ensure that all students receive grade-level standards-based and equitable and culturally relevant education throughout K-5 classrooms. During planning, teachers are analyzing student work using CMS curriculum rubrics and using data to drive their instruction. Teachers are beginning to use the district created curriculum maps in Mastery Connect to analyze mastery of the standards.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		Grade-level teams will be implementing the curriculum with fidelity and integrity without hesitation measured by trends from teacher walk through data with teacher evaluation data. Every classroom will display anchor charts that demonstrate standards currently being taught and those already taught. There will be evidence of enriched assessments types that include; summative, formative, and comprehensive assessments. Teachers will review and analyze the rigorous assessments before each unit and the data after students have completed the standard-based assessments/exit tickets in order to drive instruction and meet school-wide academic goals. MAP, DIBELS, and EOGs will indicate academic growth for all students. All students will be authentically engaged in learning in all areas of the classroom. Our creative arts theme will be evident in daily instruction.		Melissa Lungarini	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	9/8/22	Weekly plannings include dedicated time to internalize new lessons, student outcomes and collaboration with teammates on strategies and best-practice models in order to reach all students. (EVAAS)		Melissa Lungarini	06/15/2023
<i>Notes:</i>					

9/8/22	The administration team will meet weekly to review standards-aligned practices across the school. Core Action walks will provide teacher feedback around the implementation of high-quality standards-based instruction and student engaging instructional practices. (EVAAS)		Melissa Lungarini	06/15/2023
<i>Notes:</i>				
9/23/22	Ensure W.I.N. time and small group time is data-driven and teachers are monitoring for progress and mastery. (Goal: 1 B/H Reading)		Shannon Hamilton	06/15/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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>		The school MTSS leadership team has participated in the FAM-S process to determine strengths and opportunities for growth. Teacher teams meet formally, as a team, three times a week during which the expectation is the reviewing of student data (formal and informal) and discussing scaffolds to ensure the core is rigorous and aligned to the grade-level standards as well as differentiated enrichment opportunities provided during WIN (What I Need). We are focused on the core through following the district-provided curriculum with fidelity and integrity. The facilitator and grade level chairs work together to ensure planning agendas and provide opportunities to discuss the continued strengthening of core instruction. Teams meet weekly to review data and problem-solve for students that are in need of supplemental and/or intensive interventions in addition to the core. Currently, 54% of our students feel confident that they can understand the complicated ideas discussed and 39% feel that they can do the rigorous work. We have also implemented the district Caring School Curriculum. We are meeting on a bi-weekly basis on behavior support within the Caring Schools framework. Counselors are visiting and instructing during classroom morning meetings daily and providing feedback where necessary to support with implementation. Counselors also continue to offer co-teaching or model lesson opportunities.	Limited Development 09/08/2022		

How it will look when fully met:		When this objective is being fully met, all students will have access to rigorous core instruction and small group targeted instruction during WIN (What I Need) as part of the NC MTSS. Data from exit tickets, Mastery Connect, and universal screeners (MAP & DIBELS) will be used regularly to determine instructional decisions and appropriate strategies and scaffolds to support individual students. Core Walk-thrus will show that teachers are implementing those with fidelity and monitoring for progress. Student achievement will increase as a result of targeted instruction and intervention. The impact of the daily Caring Schools curriculum and supports provided during WIN will be evident in the student responses to Self-Efficacy via the Panorama data. At least 80% of students will begin to feel confident that they can access rigorous curriculum and when complicated ideas are discussed in class they will be able to understand and do the work.		Anika Baker 9/1/21	06/15/2023
Actions			0 of 2 (0%)		
	9/8/22	Establish clear guidelines for teams to use during weekly planning meetings that strengthen the core and small group instruction in order to support all students. Establish clear procedures for analyzing student work and data. Collaborate with all stakeholders to determine data driven instruction during WIN (What I Need). (Goal 1: B/H Reading Goal4: EVAAS)		Melissa Lungarini	06/15/2023
<i>Notes:</i>					
	9/8/22	Implement half-day planning quarterly to provide teachers time to dive into the upcoming curriculum and assessments as well as ensure alignment of resources and practices in the core and small group instruction. Provide teachers time to review data from MAP, DIBELS, Exit Tickets, and Unit Assessments to determine mastery and positive outcomes for students. (Goal 1 B/H Reading Goal 4:EVAAS)		Melissa Lungarini	06/15/2023
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

We are implementing the district adopted Caring Schools Curriculum. Counselors are using the Panorama Data Crosswalks to determine core lessons. We now utilize the PBIS Rewards system to provide positive behavior reinforcements. PBIS Rewards is also used to track disciplinary behaviors for MTSS to track behaviors and know exactly when a student should be referred for a possible behavior modification plan. By-monthly behavior and social-emotional MTSS meetings provide opportunities to have counselors, the psychologist, and the administration discuss the needs of students. The leadership team is also attending morning meetings and providing teachers meaningful feedback where necessary. We have identified a teacher to take the lead on the SEL screener. Multiple staff members have put SEL as a PDP goal and are taking the lead in sharing ideas and teaching strategies. Parents are aware of the curriculum through classroom teachers' newsletters, SLT, and PTO meetings. We have planned Curriculum Nights as an avenue to share high-level Caring Schools approach and upcoming topics.

Limited Development
09/08/2022

How it will look when fully met:	As part of the NC MTSS framework, the Caring Schools Curriculum will be utilized in every classroom during morning meetings to explicitly teach SEL and social skills. Counselors will teach lessons that teach SEL health and positive behavior traits. PBIS Rewards will assist in reinforcing positive behavior and tracking disciplinary referrals and reflections. Teachers and students will both be mindful of their interactions with others. Teachers will be aware of their biases and ensure that they do not impede teaching and learning. The impact of SEL lessons will be evident in the academic improvement on MAP, DIBELS, and classroom assessments. Our Insight Data will show improvement on the expectations and consequences for student behavior and the school environment indicator in regards to relationships and management. The Panorama student survey will show growth in the area of students' self-efficacy and self-management.		Shannon Hamilton 9/10/20	06/15/2023
Actions		0 of 3 (0%)		
9/8/22	Caring Schools Curriculum PD will be provided for staff. This will include approaches that focus on the whole child. Staff will implement the approaches and strategies in their daily lessons as monitored by administration and counselors. Counselors will teach lessons on SEL and positive behavior on a rotating schedule. PBIS Rewards will be used for positive behavior reinforcement and to track behavior issues to identify trends. (Guardrail: OSS)		LeDell Maynor	06/15/2023
<i>Notes:</i>				
9/8/22	Implementing concepts of "Culturally Responsive Teaching" with students. Ensuring that they have their cognitive needs met. Ensuring students do not learn the concept of "Learned Helplessness" (Goal 1: B/H Reading) (Guardrail: OSS)		Shannon Hamilton 9/10/20	06/15/2023
<i>Notes:</i>				
9/8/22	Involve staff in the continued book study, "Culturize" as a follow-up to the book study on "How to be an Anti-Racist" and "Culturally Responsive Teaching and the Brain." Ensure that staff is recognizing their biases and unconscious microaggressions as well as developing positive attitudes towards work to ensure these are not inhibiting teaching, student learning, and outcomes. We learn to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion. (Goal 1: B/H Reading) (Guardrail: OSS)		Shannon Hamilton 9/10/20	06/15/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Administrative Team and staff have agreed upon Long Creek look fors as it relates to great teaching. The district has also developed Core Walkthrough forms prioritizing what is observed and expected in classroom instruction. The principal and assistant principal have created a targeted subject area Core Walkthrough schedule to ensure all teachers are receiving formal and informal walkthroughs. The Administrative team meets weekly to review walkthrough data trends and inform facilitators of places to implement additional coaching or support.</p> <p>Targeted Subject Walkthrough Schedule</p>	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		<p>Core Walkthroughs are completed regularly and teachers are receiving timely feedback that is provoking reflection and improvement of instructional delivery. Teachers are indicating they are receiving effective and enough feedback on their practice to improve outcomes for students. The Principal and assistant principal are aware of opportunities for growth and working on the development of all teachers. School survey, teacher evaluation data, and student outcomes on assessments will indicate objective is being fully implemented.</p>		Shannon Hamilton 9/10/20	06/15/2023
<i>Actions</i>			0 of 2 (0%)		
9/8/22	Feedback notes are provided to teachers and reviewed during administrative team meetings in an effort to identify school-wide trends that guide support and PD opportunities. (EVAAS)			Anika Baker 9/1/21	06/15/2023
<i>Notes:</i>					
9/8/22	The administrative team will determine coaching caseload based on walkthrough data and formal observation data. Teachers will collaborate with administration to reflect on and determine next steps for personal growth and school-wide academic goals. (EVAAS)			Anika Baker 9/1/21	06/15/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Long Creek Elementary grade levels communicate with parents via Parent Square, newsletters, and the Thursday Folder Communicator which provides families with completed/graded student work. Encore newsletters keep parents informed about what is happening in the Creative Arts classes. The principal sends a Weekly Community message through Parent Square for upcoming school events and celebrations. We are active on Instagram and Facebook and our school website is up-to-date. Teachers schedule parent conferences where student progress is shared with parents as well as possible supports that can be implemented at home. We have partners that are able to support during College and Career Week that engage our students to think about setting future academic/career goals.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, parents are fully immersed in the school and communicated with on a regular basis via the plethora of avenues like; Parent Square, Newsletters, School Website, Community Message, Curriculum Nights, and Parent-Teacher Conferences. Parents will be able to articulate what their child is currently learning as well as their progress towards grade-level mastery. There will not be a disconnect between home and school, the two will work together in partnership for the enrichment and education of every student. Likewise, we will have community partners incorporated during the instructional day to support our students with mentoring and setting goals for the future.		Anika Baker 9/1/21	06/15/2023
<i>Actions</i>			0 of 4 (0%)		
	9/8/22	Grade levels and ENCORE will send home a minimum of monthly newsletters in order to keep parent(s)/guardian(s) informed of curriculum topics, important dates, ways to support at home, and celebrations.		Anika Baker 9/1/21	06/15/2023
<i>Notes:</i>					

9/8/22	Implement "curriculum night" events that focus on providing parent (s)/guardian(s) with strategies and insight into what students are learning. These hands-on opportunities will equip parents with ways to support their students at home. (Goal 1: B/H Reading)		Shannon Hamilton 9/10/20	06/15/2023
<i>Notes:</i>				
9/8/22	Increase opportunities for parents/guardians to engage through social media, parent surveys/networking, PTO events, and attendance to School-wide Events. Create school-wide survey opportunities for feedback and needs in our school community. (Goal 1: B/H Reading)		Shannon Hamilton 9/10/20	06/15/2023
<i>Notes:</i>				
9/8/22	Increase partnerships in the community by capitalizing on current connections/partners and creating opportunities for the community to be involved with the instructional day and for students to be involved with the community such as College and Career Weeks. (Goal 1: B/H Reading)		Shannon Hamilton 9/10/20	06/15/2023
<i>Notes:</i>				