Comprehensive Progress Report

Mission:

Rea Farms STEAM Academy provides a well-rounded stimulating education that integrates Science, Technology, Engineering, Arts and Math. The school offers an academically enriching and supportive climate that allows all of its community to thrive and succeed. We strive to give students a belief in self and individual ability to succeed.

Vision:

Rea Farms STEAM academy gives students the desire to influence and initiate changes to create a brighter future for themselves and their communities. We strive to support students in building the skills they need to meet the demands of life and to engage as productive citizens of the world. We will inspire students to maximize their potential in academics as well as all aspects of their lives. The school will be known as a best-practice model for K-8 magnet programs offering academic excellence to all students and aim to positively influence the broader community.

Goals:

Duty-free planning: 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. (A2.04)

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

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

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) 2020-2021 - Exceeds 2021-2022 - Met 2022-2023 - Not available MAP Math Growth 63% -70% MAP ELA Growth 57% - 70%

By 2024, Rea Farms will be named as a Magnet School of Excellence for their implementation of STEAM programming. (A2.04)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 20% in October 2021 to 50.0%, by October 2024 Starting point for rising 3rd graders (based on MAP) - 70% (Current Data - 20 students - 11 - 55% GLP and 4 - 20% CCR (need an additional 6 students to make goal))

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 20% (standard 7th CCR) in SY2021-22 to 25% in SY2023-24. (Current data indicates that out of 30 students in math 8 - 43% are GLP, 20% are CCR, and 57% are NP) Actual 2023 - 35% (these are current 9th graders)

Reduce the disproportionality of our Out-of-School Suspension (OSS) data for African-American students in the SY2023-24. White % of enrollment - 42% White % of ODR - 42% African-American % of enrollment - 11% African - American % of ODR - 29%

The percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 in September 2021 to 79% in Grades 3-5 in September 2024. Actual 22-23 - 72%

The percent of 3-5 students reporting a positive self-perception of their engagement will increase from 68% on the Fall 2021 Panorama Screener to 78% in SY2023-24. Actual 22-23 - 69%

				Implementation Status	Assigned To	Target Date
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)**			

Initial Assessment:	The SIP goal targets aligned to this indicator are	Limited Development 09/09/2022		
	• EVAAS growth being met or exceeded (increase MAP growth - 63%-70% in Math, 57%-70% ELA). • the percent of Black and Hispanic 3rd grade students combined who scores at the CCR level in ELA will increase from 20% to 50%. This is a total of 6 additional students. • the percent of 8th grade students who score at the CCR level will increase from 20%-25% (Approximately 2 more students). For EVAAS, we exceeded growth at 9.0 (more than quadruple 21-22). We were classified as an A school. For 3rd grade ELA, we have implemented fluency passages in grades K-3. We have also implemented a school-wide Close Reading protocol in grades 3-8. Teachers received protocol posters and protocols were discussed during planning meetings. Each grade level will be held accountable for using this tool. In addition, the use of Close Reading in other content areas is a goal for this school year. We exceeded our goal for 3rd grade ELA with 70% at the CCR level for Hispanic/African American. Our K-3 Oral Reading Fluency was 77% met or exceeded for the Fall and 86% met or exceeded for the Spring. For 8th grade math, we did not meet our goal and achieved 35% at CCR. Rising eighth graders were 20% CCR in 7th grade standard math. Some successes for this is that our students grew in foundational scores and comprehension. Some challenges for this were the challenges our math department faced in being fully staffed. An increase walkthroughs and providing feedback using the core action protocol is planned for the 23-24 school year.			

How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: • Implementation of district curricula with integrity • Evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Student growth and achievement data should be increasing for all subgroups without gaps		Brooke Hough	06/03/2024
Actions		**0 of 8 (0%)**		
9/13/22	Create structured small group plans including teacher groups to support high level students.		Becky Roman and Alyssa Belles	02/28/2024
Notes:	Completed during PLC meetings and data meetings.			
9/13/22	Analyze data using weekly assessments to monitor high level student performance and percent of students engaged.		Alyssa Belles, Becky Roman, and Beth Alexander	06/07/2024
Notes:	This was completed after assessments to engage high level students in differentiated small group lessons.			
9/13/22	Conduct classroom walkthroughs with focus on high level student groups.		Admin and facilitators	06/07/2024
Notes:	This is an area we would like to continue working on and increase walkthroughs.			
9/13/22	Review assessments/pre-assessments to determine needs of lessons in grades 2-5 (1st grade-Q2). Utilize data tracker for assessments.		Facilitators	06/07/2024
Notes:	This was completed in PLC meetings.			
3/10/23	In order to increase letter sound fluency and oral reading fluency, students in grades K-3 will complete daily leveled fluency practice.		Rebecca Roman	06/07/2024
Notes:	K-3 ORF was 86% met or exceeded			
3/10/23	A school-wide close-reading strategy will be shared and implemented in all literacy classrooms and content classrooms in grades 4-8 and used with fidelity. (FAM-S 29)		Rebecca Roman and Sarah Alexander	06/07/2024
Notes:	This was shared and implemented.			

			Implementation Status	Assigned To	Target Date
9/13/22	Analyze 3rd-8th grade assessments such as Module and topic assessments, weekly exit tickets, and district benchmark data to develop small group plans.			Beth Alexander and Becky Roman	06/07/2024
Notes:	3rd - 8th grade Module assessments and topic assessments were analyzed to create small group plans.				
9/13/22	Monitor K-3 student performance using Microphase cycle assessments and analyze data to develop small group plans			Becky Roman and Alyssa Belles	06/11/2024
Notes:	This was done after assessments and data was analyzed during PLC meetings. Data was used to inform small group plans.				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	Implementation Status	Assigned To	Target Date

Initial Assessment:	The SIP goal targets aligned to this indicator are	Limited Development 09/13/2022		
	• EVAAS growth being met or exceeded (increase MAP growth - 63%-70% in Math, 57%-70% ELA).			
	• the percent of Black and Hispanic 3rd grade students combined who scores at the CCR level in ELA will increase from 20% to 50%. This is a total of 6 additional students.			
	• the percent of 8th grade students who score at the CCR level will increase from 20%-25% (Approximately 2 more students).			
	For EVAAS, we will receive this data in October.			
	For ELA, 3rd grade students are at 70% for CCR. For math, our students achieved 20% for CCR in Math 8.			
	We have increased the number of TAs and teachers trained in Orton-Gillingham. We have two new staff members signed up for this school year. Students in grades K-3 are serviced by 3 reading teachers. We have created an intensive 1st grade classroom with the goal of 95% of students on or above grade level in reading by May 2024.			
	For middle school, we implemented the use of 7th/8th grade AIG resources. We plan on implementing AIG resources more for 6th grade this year. We have utilized IXL in grades 3-8 for math and ELA. Families and staff have enjoyed the use of IXL and the data it delivered. This will be implemented with K-8 next school year.			
	We are now fully staffed in middle school math and have a more structured advisory plan for middle school to support interventions and additional small group instruction.			

How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: • Teachers implementing core curriculum with integrity • Diverse use of best practices and strategies that address different learning styles and needs • Established MTSS team, structures and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Focus is on the quality of instruction rather than student deficits • Purposeful tiered instruction is being provided for academics and behavior • Data driven instruction and decision-making • Accurate identification of student needs rooted in data • Reset and review expectations with students and staff in January and for teachers to revisit expectations regarding behavior in class, hall, cafeteria, etc. • Review behavior incident data and sharing with teachers and review what is office vs class managed.		Brooke Hough	06/03/2024
Actions		0 of 10 (0%)		
12/13/22	Reset and review expectations with students and staff in August and January and for teachers to revisit expectations regarding behavior in class, hall, cafeteria, etc.		Allison Moore	01/20/2024
Notes:	This was reviewed with staff.			
12/13/22	Review behavior incident data and sharing with teachers and review what is office vs class managed.		Allison Moore	01/20/2024
Notes:	This was revisited.			

				Assigned To	Target Date
	9/13/22	Ensure that reading teachers and new TAs are trained in Orton Gillingham.		Becky Roman	06/07/2024
	Notes:	Need to train Courtnay Walsh and reading teachers. Train Mr. Cheng.			
	9/13/22	Use Microphase data to create flexible, targeted groups in the 2nd and 3rd grade.		Becky Roman	06/07/2024
	Notes:	Done during PLC and data meetings			
	6/13/23	Create a more structured advisory block to support Math 8 students.		Beth Alexander	06/07/2024
	Notes:				
	10/2/23	Hold weekly MTSS meetings that consists of admin, counselors, facilitators, district support staff, psychologist and nurse in order to review tier 2 and tier 3 interventions and their impact on student growth (FAM-S 3)		Alyssa Belles	06/07/2024
	Notes:				
	9/13/22	Utilize AIG resources in middle school ELA to enrich students that have demonstrated mastery in grade level standards for Module assessments.		Beth Alexander	06/07/2024
	Notes:	6th AIG will be implemented next year. 7th/8th grade AIG resources used.			
	9/13/22	Purchase and implement IXL for students in grades K-8 for reading and math to support students with additional practice. Monitor usage reports and student growth reports on IXL.		Alexander and Roman	06/07/2024
	Notes:				
	9/13/22	Form small groups in Math 8 during class and/or advisory for remediation and monitor implementation daily.		Beth Alexander	06/07/2024
	Notes:	This was done but inconsistent			
	9/13/22	Use K-2 Skills lessons, cycle assessments, Orton Gillingham and weekly data meetings to determine change in groupings.		Becky Roman	06/09/2024
	Notes:	Done during PLC meetings and data meetings			
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:	The SIP goals aligned to this indicator are	Limited Development 09/13/2022		
	• Reduce the disproportionality of our Out-of-School Suspension (OSS) data for African-American students in the SY2023-24. White % of enrollment - 42% White % of ODR - 42% African-American % of enrollment - 11% African - American % of ODR - 29%			
	• Link to Rea Farms STEAM 2022-2023 Discipline Data			
	• the percent of 3-5 students reporting a positive self-perception of their self-efficacy on the Panorama Survey will increase from 72% to 79%.			
	• the percent of 3-5 students reporting a positive self-perception of their engagement on the Panorama Survey will increase from 69% to 78%			
	For this we have implemented two training days for B3 to increase engagement. Our PE teacher provided quarterly exercises for elementary breaks.			
	Some challenges were implementing SEL during middle school advisory time. For next year, we would like to increase SEL time for middle school and have classroom teacher leaders model and train staff on B3 strategies.			

How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: • SEL curriculum with explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS team, structures and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students • Established Counselor Annual Calendar for Support: https://docs.google.com/document/d/1aVL8GHCKzi9YZwqqC_eOlZYDYXm91G7hyJxP-GYfCNU/edit?usp=sharing • Utilize the SEL Panorama Screener data to support students in small groups or one-to-one: https://mystudents.panoramaed.com/cms-rea-farms-steamacademy/students		Brooke Hough	06/04/2024
Actions		**1 of 8 (12%)**		
9/13/22	Increase movement in classrooms to improve engagement using B3-Brain, Body, and Behavior strategies through Rea Farms University		Teachers, Becky Roman, and Lindsay Gammons	02/28/2024
Notes:	This will be led by teacher leaders next school year.			
10/4/22	Review, communicate, and implement the Rea Farms Attendance Plan with staff and families (FAM-S 3)		Okemia June	06/07/2024
Notes:	Attendance Plan URL: https://docs.google.com/document/d/1hWggzysFDoP6WRg6NvE2r2hzV07Wmq4QvKER1AH_scM/edit?usp=sharing			
3/10/23	Partner with the PTA Advocacy Chair to create parent book studies and virtual learning opportunities for parents.	Complete 06/09/2023	CeCe Carr Muhizi	06/07/2024
Notes:				

8/9/23	School administrators and facilitators will conduct walkthroughs to track and evaluate the percentage of student engagement in each classroom and provide feedback to teachers.		Beth Alexander	06/07/2024
Notes:				
8/9/23	Provide a student engagement playbook to teachers based on student engagement in their classrooms (according to walkthroughs and through coaching opportunities).		Beth Alexander	06/07/2024
Notes:				
8/9/23	Counselors will provide whole group and small group lessons in each classrooms based on teacher needs (assessment of their classrooms). (FAM-S 31)		Amber Heine	06/07/2024
Notes:				
8/9/23	Hold weekly MTSS meetings that consists of admin, counselors, facilitators, district support staff, psychologist and nurse in order to review tier 2 and tier 3 interventions and their impact on student growth (FAM-S 3)		Alyssa Belles	06/07/2024
Notes:				
8/9/23	Reset and review expectations with students and staff in August and January and for teachers to revisit expectations regarding behavior in class, hall, cafeteria, etc. (FAM-S 30)		Allison Moore	06/07/2024
Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Monitoring instruction in school			
KEY — B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We utilized Insight feedback to increase walkthrough and teacher feedback. We have increased core action walkthroughs and created an organized chart for admin and facilitators to conduct walkthroughs and provide feedback using a consistent form. We utilized the Qualtrics walkthrough form and communicated district walkthrough feedback with teachers during PLC meetings. .	Limited Development 09/13/2022		
How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: • Principal and the leadership team is highly visible and regularly present in classrooms and PLCs both in-person and virtually. • Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs /virtual visits • Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Principal and the leadership team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice		Brooke Hough	06/03/2024
Actions		0 of 8 (0%)		
8/9/23	Develop RFSA University courses based on classroom observations and feedback from staff. Staff will have choice in their courses based on their differentiated needs.		Roman and Alexander	02/28/2024
Notes:				
9/13/22	Conduct bi-monthly leadership team Core Action Walkthroughs		Admin and facilitators	06/03/2024
Notes:	Would like to increase the frequency of the walkthroughs.			

9/13/22	Conduct classroom walkthroughs focused on school initiatives (small group guidelines, engagement, rigor, and reflection) with feedback for teachers	Admin and facilitators	06/03/2024
Notes:			
9/13/22	Conduct formal observations and provide constructive feedback, with follow up using the continual comments process.	Admin	06/03/2024
Notes:			
8/9/23	Attend district-required Relay training in order to improve the coaching and feedback cycle. (FAM-S)	Brooke Hough	06/07/2024
Notes:			
8/9/23	The facilitators will attend the Teacher Learning Coaching Conference in order to learn coaching strategies to improve instruction in every classroom.	Beth Alexander and Becky Roman	06/07/2024
Notes:			
8/9/23	Create a walkabout schedule in order to expose teachers to other classrooms and teaching strategies throughout the building.	Roman and Alexander	06/07/2024
Notes:			
9/13/22	Participate in School Learning Walk with Learning Community and utilize feedback to drive program or process changes.	Admin and facilitators	06/07/2024
Notes:			

Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			
KEY E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:	For this, we have utilized a weekly teacher S'more newsletter and monthly parent newsletter for communication to share what is happening in the building and what students are doing in class. This school year we will move to ParentSquare for parent Communication (in conjunction with Connect5) Some successes with this indicator are implementing Thinking Map ideas in the newsletter and hosting parent book studies multiple times throughout the school year.	Limited Development 09/13/2022		
How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: • 100% parent-teacher conference rate • Consistent two-way communication tool is being leveraged • Collaborative relationships; all voices matter • School events have high participation and engagement across all parent groups • Resources and support are made available to parents regularly in support of student learning • Language is not a barrier; open access • Transparent communication with an open-door policy • Parent survey results are high in participation and engagement		Brooke Hough	06/03/2024
Actions		0 of 4 (0%)		
9/13/22	Include information about instructional strategies in the weekly/bi-weekly parent newsletters so that parents have a better understanding of what students are engaged with at school (FAM-S 3)		Roman and Alexander	02/28/2024
Notes:				
9/13/22	Conduct a survey to identify topics for parent education sessions.		Admin and facilitators	06/03/2024

Notes:				
9/13/22	Facilitate a PTA led book studies for parents		PTA	06/07/2024
Notes:				
9/13/22	Include curriculum and content-related questions in teacher newsletters to promote discussion and engagement at home.		Teachers	06/07/2024
Notes:				