

Comprehensive Progress Report

Mission: Team Honeycutt is dedicated to providing a rigorous education that addresses unique learning styles, cultivates independent thought, and promotes the building of character in ALL students, enabling them to communicate in meaningful, positive ways.

Vision: E. Melvin Honeycutt Elementary is committed to ensuring ALL students become confident, knowledgeable, responsible, and productive citizens in a diverse, ever-changing world.

Goals:

70.1% of students will be proficient on End-of-Grade Tests in Reading.

We will reduce Office Referrals in ABE by 10% during the 2022-2023 academic year.

69.8% of students will be proficient on End-of-Grade Tests in Math.

80% of students will be proficient on End-of-Grade Tests in Science.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school is in its first year of implementing the Positive Behavior Intervention and Support Model. We have established a PBIS Team and participated in training with the district staff. All teachers received training in January of 2022 and again at the beginning of the 2022-2023 school year. The school-wide matrix was created and introduced to students in January of 2022. The matrix was updated and retaught to students at the beginning of the year.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		All teachers and staff consistently teach, model, practice and reteach expectations with students during the school-year. Students will know and follow the school-wide expectations across all settings of the school. This will be embedded in all aspects of the school culture and practice. We will see a 50% reduction in classroom actions and office referrals.		Linda Good	05/26/2023
Actions			1 of 4 (25%)		
	10/10/22	Provide PBIS Overview to new and returning staff to establish school-wide expectations.	Complete 10/24/2022	Linda Good	12/16/2022
	<i>Notes:</i>	All staff was trained on the school-wide PBIS expectations on August 23, 2022. The matrix, flow chart, and expectations were explained, and teachers were given classroom posters, the flow chart, and the matrix. During the first week of school, all teachers reviewed Honeycutt's matrix, the PBIS PPT slides, videos, and their classroom procedures and rules during each classroom. Any new staff hired after August will be trained by a PBIS committee member.			
	10/10/22	Provide ABE refresher training and new training to all staff members to ensure proper documentation of student behavior.		Cheryl Hinkle	12/16/2022
	<i>Notes:</i>				
	10/10/22	All staff will utilize Class Dojo to reinforce students for following the PAWS expectations on the matrix.		Linda Good	05/26/2023
	<i>Notes:</i>				
	10/19/22	Our ABE data will show a 10% reduction in office referrals		Linda Good	05/31/2024
	<i>Notes:</i>				

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>		Teachers have instructional units and pacing guides provided by the district. These are used to assist teachers with grade level planning and small group plans.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Teachers are fully implementing Units of Instruction and resources with fidelity in planning for student instruction, intervention, and acceleration.		Leslie Edgerton	12/20/2022
Actions			0 of 2 (0%)		
	10/16/22	PLC meetings occur weekly to plan collaboratively and to receive support from the instructional coaches.		Leslie Edgerton	12/20/2022
<i>Notes:</i>					
	10/20/22	PLC meetings will focus on standards-aligned instruction, data, and lesson delivery. PLC minutes are submitted to Staff Shared Folder.		Leslie Edgerton	05/26/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our focus for the past year has been on ensuring we have effective Tier I instruction across the school. We have limited resources as it relates to providing consistent Tier II interventions across the curriculum setting. We have a process in place of identifying students in need of additional supports. School counselors provide support to teachers in this process. We also have a process of identifying students in need of an IEP and 504 accommodations.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Interventions that are well-defined, evidenced-based, efficient, effective, and readily available for students will be evident across all classrooms in the school. We will see a decrease in special education referrals and identification disproportionality.		Lynne Schiro	05/24/2024
Actions			0 of 3 (0%)		
10/14/22		Our SWD and Black students will be formatively assessed to determine mastery on the standards being taught.		Lynne Schiro	05/26/2023
		<i>Notes:</i> K- 3 Students have taken BOY, M-class, and students identified that are below grade level and IRP has been developed for students to support their growth in reading and math. Our special ED teacher has given their beginning-of-year assessment to determine their present levels and target goals and interventions to help students' growth. - 10/24/2022			
10/19/22		Our SWD and Black students will be post-tested to determine the level of mastery on remediated standards and if further interventions are needed.		Lynne Schiro	05/26/2023
		<i>Notes:</i>			

	10/14/22	Our SWD and Black students who do not meet mastery will be remediated through successmaker, Wonders small group lessons and mClass interventions.		Lynne Schiro	05/31/2024	
<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
<i>Initial Assessment:</i>			Teachers perform daily check-ins with their students. Counselors and other support staff have a list of students that receive an extra layer of support in way of frequent check-ins, individual sessions, and reward systems. All teachers are required to complete mental health training every two years. The Second Step Curriculum is being taught by school counselors and social workers to help students be able to identify and assess their own mental health status, and manage their emotions.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>			Student and Parent surveys will show a high level of agreement with feeling safe in their school environment. School staff will be able to identify warning signs and effective interventions to support students with individual mental health needs.		Amiee Fairchild	05/24/2024
Actions				0 of 3 (0%)		
	10/14/22	Teachers will utilize the Counselor referral form to refer students who may be exhibiting signs of mental health crisis.		Amiee Fairchild	12/16/2022	
<i>Notes:</i>						
	10/16/22	Teachers will receive information at the beginning of the year on calming corners. They will be expected to have a calming corner in their room and teach procedures for student usage. This will be monitored beginning of the year, middle of the year and end of the year with a survey which will check in on needs and usage of the strategy.		Amiee Fairchild	05/26/2023	
<i>Notes:</i>						
	10/14/22	Teachers will participate in Mental Health Training in Vector every two years.		Amiee Fairchild	05/31/2024	
<i>Notes:</i>						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

In the spring of the year, we provide information to parents of incoming kindergarten students that will assist them with registration, required health assessments and immunizations, and the process for staggered entry. We continue communication with our families throughout the summer to remind them of needed information and upcoming school events.

Pre-K students are provided the opportunity to participate in activities during the spring to aid their transition from pre-k to kindergarten.

Incoming kindergarten students attend school one day during the first week of school where they are assessed on a variety of school readiness indicators. Students rotate through all the kindergarten teachers on that day so they become familiar with the staff. Teachers meet at the end of the week to form classes based on their assessments, observations, and anecdotal notes collected. An Open House is held to allow students and parents to meet their teachers.

For 5th grade students transitioning to middle school, the process begins in the spring. Students take a field trip to our feeder middle school. Information is shared with students about middle school, courses that are offered and extra-curricular activities that are available for students to participate in. A parent night is held to share similar information with parents. Students then work with the counselors at our school and the middle school to choose electives. Students served in the exceptional children's program have transition meetings to help support their transition to middle school. AIG and 504 information is shared between schools to support individual needs of students.

Full Implementation
09/27/2022

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
<i>Actions</i>			0 of 4 (0%)		
10/24/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Curriculum Specialists, Area Superintendent	06/01/2023
<i>Notes:</i>					
10/24/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.			Jackie White	06/01/2023
<i>Notes:</i>					

10/24/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Jackie White	06/01/2023	
<i>Notes:</i>					
10/24/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Jackie White	06/01/2023	
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The School Improvement Team meets monthly to assess, review, and update progress towards implementation of school improvement indicators, actions and data collection.</p> <p>The instructional support team consisting of the principal, assistant principals, and instructional coaches meet weekly to address concerns with instructional practices, support to teachers and reviewing student data to monitor and adjust plans.</p>	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Regular established meetings will occur weekly to monitor instructional expectations and practices. Regular feedback will be provided to teachers to support their growth as we address the needs of all subgroups.		Felix Keyes	05/26/2023
Actions			0 of 2 (0%)		
10/16/22	The Leadership Team consisting of the principal, assistant principal, and instructional coaches will meet weekly to review data, discuss the coaching cycles of teachers, and to focus on improvement goals.		Felix Keyes	01/31/2023	
<i>Notes:</i>					
10/16/22	The MTSS and SIT teams will meet monthly to analyze progress on the current School Improvement Plan goals and actions.		Felix Keyes	05/26/2023	

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The School Improvement Team serves as the focal point of our team structure. Correlate Teams are groups of teachers and staff that operate under the guidance of the School Improvement tea to monitor the SIP plan and to ensure processes and structures are in place to increase student achievement.</p> <p>Teachers are provided an 80-minute planning and data block once per week to allow for discussions around student progress, standards alignment, and intervention plans to be developed.</p>	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		All teachers will know and be actively involved in leadership activities within the school community. All teachers will be members of high functioning teams within the school. Teachers will be able to articulate and share their role within the school.		NeKeisha Mitchell	05/31/2024
Actions			0 of 2 (0%)		
	10/14/22	Teachers and Coaches will participate in biweekly PLC meetings to analyze collected data to implement interventions to address needs of EC and Black student subgroups.		NeKeisha Mitchell	05/26/2023
<i>Notes:</i>					
	10/14/22	Professional development will be provided to focus on differentiation and adding rigor to instruction across all subgroups.		NeKeisha Mitchell	05/31/2024
<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 school leadership team has a process to conduct regular teacher evaluations and classroom walkthroughs. Timelines and procedures for evaluations are shared at the beginning of the year and assigned evaluators communicate regularly with their teachers.</p> <p>Classroom walkthroughs are conducted based on a number of factors. Some are very focused and targeted while others happen as time allows. Feedback is not always given to teachers after a walkthrough. Administrators are happy to share observations with teachers when asked.</p>	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		<p>Classroom walkthroughs are purposeful and intentional with a focus being improved teacher practice and student outcomes. Feedback is provided to teachers in a timely manner following a classroom visit and coaching conversations aligned to schools goals and focus.</p> <p>Time is protected to ensure classroom walkthroughs occur daily and every classroom is visited at least once per month.</p>		Felix Keyes	05/31/2024
<i>Actions</i>			1 of 3 (33%)		
	10/14/22	Master schedule will be created to allow an 80 minute block of planning for each grade level weekly.	Complete 08/29/2022	Felix Keyes	08/29/2022
	<i>Notes:</i>	Master schedule was created to allow each grade level team to have an 80 minute block of planning with the instructional coach and admin team weekly.			
	10/14/22	Teachers will meet in PLCs to analyze student data to ensure effective instructional planning to increase student achievement.		Cheryel Hinkle	05/26/2023
	<i>Notes:</i>				
	10/14/22	The Instructional Leadership Team will complete classroom walkthroughs weekly to monitor instructional practices and provide feedback to teachers.		Felix Keyes	05/31/2024
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team meets weekly to disaggregate current test data to monitor classroom performance and individual student performance. This data is also discussed with teachers in PLC meetings at least twice per month. We are taking a hard look at individual subgroup data to address the large gap between white and black students. We also have one subgroup that is identified as TSI (EC subgroup).	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		Leadership team will meet weekly to review current data to monitor student and classroom level performance. This information will be utilized to target support for teachers to plan effective interventions, coaching support, and professional development. Information will be shared and discussed with teachers during PLC meetings to ensure all students meet or exceed growth on state assessments.		Lisa Shoe	05/26/2023
Actions			0 of 2 (0%)		
	10/13/22	The Instructional Leadership Team will complete classroom walkthroughs weekly to monitor instructional practices and provide feedback to teachers.		Lisa Shoe	05/26/2023
<i>Notes:</i>					
	10/13/22	Data from observations, walkthroughs, and analysis of student formative assessments will be used to identify areas for professional development to support teacher growth.		Alison Perry	05/26/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		When positions become vacant we work with our Human Resources Department to advertise and create a pool of candidates. Teams of teachers or support staff are utilized to help interview selected candidates. Once final reference checks are conducted the candidate is recommended for hire. All new teachers to the profession are assigned a mentor. They meet regularly with their assigned mentor to ask questions and receive support with questions and school-wide procedures. There is a monthly support meeting for beginning teachers and their mentors. Observations are conducted according to their evaluation type/plan.	Limited Development 09/28/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Evaluations are conducted in accordance with the established timelines from Human Resources. Interview teams are established to help fill anticipated and current vacancies.	Objective Met 10/20/22	Felix Keyes	01/31/2023
Actions					
	10/14/22	Teachers will participate in a NCEES orientation at the beginning of each year to provide information on evaluation process and timelines.	Complete 08/23/2022	Marsha Parker	08/29/2022
		<i>Notes:</i> All teachers participated in a 45 minute session to review the NCEES evaluation process and timelines. This training was conducted on August 23, 2022. Teachers also completed the HR Blendspace that reviewed the same information.			
	10/14/22	Administrators will create a schedule of observations to ensure equity and consistency in evaluations and feedback.	Complete 08/29/2022	Marsha Parker	08/29/2022
		<i>Notes:</i> The schedule was shared with teachers prior to school starting. This schedule is updated as new staff are hired.			
<i>Implementation:</i>			10/20/2022		
<i>Evidence</i>		10/20/2022			
<i>Experience</i>		10/20/2022			

<i>Sustainability</i>	10/20/2022			
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Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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<i>Initial Assessment:</i>	We host a Curriculum Night in the fall of every school year to explain the major work of the grade levels for the year. Parents are provided strategies and ways they can support the learning at home. We also host a Read to Achieve night specifically targeting 3rd grade parents. Parent/Teacher conferences are held twice per year to discuss student progress and to provide additional ways they can support students at home.		Limited Development 09/27/2022		
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<i>How it will look when fully met:</i>	The home and school will engage in effective two-way communication tied to student learning. The home school partnership will reflect a culture of respect for diversity and parenting styles.			Sarah Balch	08/31/2023
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Actions			1 of 3 (33%)		
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10/13/22	We will host a Curriculum Night in the first two months to make parents aware of grade level expectations and to share ways they can assist their students at home.	Complete 10/20/2022	Sarah Balch	10/20/2022
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Notes: We hosted an in-person Title I Annual Meeting and Curriculum Night on October 20th from 5:00-7:00 PM. There was a general session at 5:00 for parents to receive information on our Title I School-wide program. Then there were two sessions offered to accommodate parents with children in multiple grades. Parents received information on grade level expectations and ways they could support student learning at home.

10/13/22	Enlist a Parent Engagement Specialist to assist with communication between school and home.		Felix Keyes	11/30/2022
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Notes:

10/13/22	We will have a Parent Teacher Conferences in the fall and spring to update parents on students progress and additional ways they can support students at home.		Kris Kafel	02/28/2023
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Notes: